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ABSTRACT

The purpose of this project was to assess needs in job survival skills of those persons released from California Youth Authority incarceration and then to develop and field-test a curriculum to upgrade the skills which appear weakest. Interviews of a representative sample of 145 parolees were conducted. Findings include some of the following: over 90 percent had found work during the first year of parole, but jobs were lost or given up very rapidly; typically, jobs were low-paying and required few skills; about 30 percent had been fired from at least one job, and 66 percent had quit at least one job; and problems in interpersonal relationships on the job were related both to being fired from a job and to quitting. These findings were used to develop a high-activity, low reading level course consisting of five modules: (1) motivation and orientation to job survival skills; (2) matching skills and interests to jobs; (3) job seeking skills; (4) job getting skills; and (5) job maintenance skills. In a field-test of the course, there were some significant pre- post-class attitude changes about work among twenty-six completers, and the course received very high ratings by students. Subsequent employment indicators of participants were judged as being favorable. (Author/JH)

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Final Report

Project No. 498 A H60332
Grant No. G007604319

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JOB SURVIVAL SKILLS OF YOUTHFUL OFFENDERS: A NEEDS ASSESSMENT AND CURRICULUM DEVELOPMENT PROJECT

November 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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Author's Abstract

The purpose of this project was to assess needs in "Job Survival Skills" of those released from California Youth Authority incarceration, and then to develop and field-test a curriculum to upgrade the skills which appear weakest. Interviews of a representative sample of 145 parolees were conducted. Over 90% had found work during the first year of parole, but jobs were lost or quit very rapidly (median duration, three months). Typically, jobs were low-paying and required few skills. About 30% had been fired from at least one job, and 66% had quit at least one job. Problems in interpersonal relationships on the job were statistically related both to being fired from a job and to quitting. Most parolees had an inadequate knowledge of how to use community resources for locating jobs or further job training.

These findings were used to develop a high-activity, low reading level course covering approximately 44 class hours. Five modules make up the course: 1) motivation and orientation to Job Survival Skills; 2) matching skills and interests to jobs; 3) job seeking skills; 4) job getting skills; and 5) job maintenance skills. Over 300 firms were contacted to locate resource materials for the course. In a field-test of the course, there were some significant pre- post-class attitude changes about work among 26 completers, and the course received very high ratings by students. Subsequent employment indicators of participants were very favorable, but a larger field-test is needed to validate this result.

FINAL REPORT

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U. S. Department of
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Office of Education
Bureau of Occupational and Adult Education

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CHAPTER I

Introduction and Project Objectives

Unfortunately, high unemployment has been a fact of life not just for those paroled from California Youth Authority facilities, but among ex-offenders throughout the country. Numerous federal, state, and local programs designed to boost ex-offender employment have either failed to affect the employment rate at all, or the improvement has been too small to justify the dollars spent on the particular program.

Employment statistics of persons released from the ten institutions and five conservation camps of the California Youth Authority (CYA) parallel those of federal releases. Recent CYA Information Systems data show that about 45.2% of parolees have no employment of any kind, and only 39.8% are employed full time. Among Black releasees of all ages, 46.1% were unemployed with the rate among Spanish-surnamed also high (43.0%). For female releasees, the unemployment rate was a full 74.0%. Data summarized from CYA case review conferences has consistently shown over the years that the single most frequently reported problem of adjustment while on parole is lack of employment.

Unemployment statistics by themselves imply economic hardship and reliance on various forms of public assistance. Hidden are the human costs associated with unemployment. Even more frightening to the tax-paying public is the generation of crime related to unemployment, and this long-suspected relationship between unemployment and the commission of criminal acts is becoming increasingly evident. Using epidemiological study methods, Brenner (1978) has found that no single factor correlates more highly with the rate of serious crime than unemployment does--a statistic that has held for over one hundred years.

The Job Survival Skills project was designed to determine causes of unemployment among Youth Authority parolees and then, based upon the findings, to develop an educational program to attack those causes by instilling the needed skills in youths before they are sent back to their communities on parole.

The Job Survival Skills project started with very few initial assumptions. One of these was that working to improve deficiencies among potential employees might be cheaper and more manageable than trying to change the labor market or the attitudes and hiring practices of employers. This assumption was made although staff members were fully aware that both job-seekers and job-providers are crucial parts of the entire employment equation, and ideally both should be dealt with.

Another assumption was that having general job-seeking and job-keeping skills is at least as important as possessing technical job skills in maintaining successful employment. In other words, having appropriate attitudes, habits, and interpersonal skills that make a person an effective worker is as important as a person's ability to accomplish any specific tasks required by a given job. Earlier literature supports this assumption. For example, in the Manhattan Court Employment Project (Vera Institute of Justice, 1970), in which offenders were referred to potential employers for interviews, 34% of resulting interviews were unsuccessful because employers rejected these applicants after the interviews, while 22% of those referred for interviews failed to even show.

Another frequently cited problem for ex-offenders seeking employment is the failure to find work suitable to the skills present. A followup study of those released from the CYA's Youth Training School conducted three months after release found that only 15% had obtained employment in areas matching the skills obtained through their training (Ferdun and Lockard, 1973). Similarly, a study of adults released from the Michigan correctional system found about 14% employed in areas related to prior training (Gillham and Kime, 1969).

This latter study is particularly relevant, since an attempt was made to determine why most persons were not utilizing specific, known skills. Essentially, Gillham and Kime found a progressive "movement away from training use" attributable to a number of factors. Specifically, 22% of this sample were not interested and did not apply for such work, 25% applied but were not hired, and 25% were hired but soon left their jobs. Within each of these categories, different reasons were pinpointed to explain why the persons had acted/not acted as they had. Prominent among these reasons were personal values alien to the world of work, lack of

social skills necessary to interview for or to survive on jobs, lack of persistence in trying to locate appropriate jobs, lack of reliability, and lack of motivation. Working parolees reported having few problems related to the performance of specific job duties, suggesting that either their technical training had been adequate or that they were reticent about admitting deficiencies in skills.

Other information suggests that the Michigan parolees were accurate in claiming at least adequate technical work skills. A study by the California Department of Corrections (Dickover, Maynard, and Painter, 1971) showed that 82% of the employers of ex-convicts rated them "about as well prepared for the job or better prepared than the average entering employee claiming prior training or experience...." (p. iii). Rather, problems identified by the employers for this group were absenteeism and other incompatibilities of personal lifestyles with working situations. Similarly, an evaluation of an ex-offender employment project in England (Soothill, 1974) stressed differences in values such as the "work ethic" that influenced whether or not ex-offenders were successful on the job.

Other problems cited in the literature that interfere with job retention among youthful offenders include the inability "to adjust to a regular work schedule of eight hours a day," (The National Committee on Children and Youth, 1971) and lack of maturity or sense of responsibility necessary to hold a job (McCormick, 1975).

In summary, the general problem addressed by the Job Survival Skills project is the high and very costly rate of unemployment among ex-offenders. "Job survival skills" are a necessary part of obtaining and maintaining employment, yet the training of offenders in job survival skills has received far too little emphasis in the effort to provide training in technical work skills. The purpose of this project was to identify the needs of offenders in job survival skills and then to develop and test a program to teach these skills.

Objectives

In their planned order of completion, objectives of the project were:

1. To identify and describe the most critical job survival skills problems that parolees have in actual job or job-market situations,

2. to develop test instruments which would identify problem areas among those still incarcerated which are likely to result in employment difficulties while on parole,

3. to identify, through a nationwide search of literature and existing programs, promising educational materials which could be adapted to meet the deficiencies in job survival skills as identified in Objective 1,

4. to select, adapt as necessary, and field-test a modularized job survival skills curriculum,

5. to conduct a preliminary evaluation of the effectiveness of the curriculum,

6. to recommend modifications of the curriculum suggested by the evaluation.

CHAPTER II

The Needs Assessment Research

Method

The purpose of the needs assessment research was to identify those job-seeking and job-keeping skills in which Youth Authority parolees were found to be most deficient. A straightforward structured interview method was used to assess these skills among a representative sample of parolees. In the interviews, respondents were asked to describe actual experiences while on jobs or while on the job market. By carefully conducting the interviews, it was hoped that descriptions of actual job successes and failures could be related to a theoretical set of job-survival skill areas.

These areas and topics of the interview format were determined by searching literature concerning related projects and by telephone contacts with persons involved in ongoing projects in other parts of the country. Especially helpful were the following publications and/or projects: a doctoral dissertation by O'Neil (1976), which surveyed a representative sample of Illinois workers regarding skills they thought necessary for job survival; a literature review of "work entry problems of youth" by Haccoun and Campbell (1972); a State of Texas "Report of the Assessment in Career Education" (Texas Education Agency, 1976); and the National Assessment of Educational Progress (1971 report), in which education and career experts delineated areas considered necessary for job survival.

There were several areas within job survival which all of these earlier sources considered important. These areas, although labeled variously by different authors, have to do with self-appraisal and career planning, job-seeking (locating openings, application and interview techniques, etc.), job-keeping (interpersonal skills, accepting supervision, responsible assertion, effective work and time habits, etc.), job-mobility (moving to better jobs or advancing upward), training opportunities and resources, and some miscellaneous topics such as grooming and handling personal finances.

For purposes of pilot-testing, a loosely structured, openended interview schedule was developed around these topics. Questions were phrased in a way that focused on actual, past job or job-market experiences, with the interviewer's task being to probe to see if job successes or job failures could be related to certain job survival areas, or whether other areas had to be added/subtracted from the format. Ten Youth Authority parolees living in the Sacramento area were interviewed using this pilot format.

After analyzing tape recordings of these interviews, a structured interview format was finalized for use with the major project sample of parolees. A copy of this format is attached (Appendix A).

A total of 145 wards on parole were interviewed, including 31 in Oakland, 37 in San Jose, 33 in Stockton, and 44 in San Diego. No claim is made that this was a randomly selected sample of CYA parolees. It would have been logistically impossible, given the project budget and time-table, to draw such a sample, contact and schedule each for interviewing, and travel to any area of the state in which they might be located to conduct the interviews. Rather, subjects were selected according to certain demographic characteristics which would ensure that the sample was representative of CYA releases.

For example, the experiences of parolees in the following geographic locales were researched: a largely Black, inner-city area (Oakland); an agricultural/industrial, central California community (Stockton); a south Bay Area community with large concentrations of Spanish-surnamed as well as suburban White youth (San Jose); and a southern California coastal city characterized by military installations and the tourism industry (San Diego). These areas were selected for sampling after carefully studying statewide parole statistics published by CYA Information Systems Section. It was projected that random sampling from within each of these four areas would result in an overall distribution very comparable to statewide parole statistics on major background variables. This projection proved correct, as evidenced by the comparisons of ethnicity, offenses, and committing court of the resulting sample to statewide CYA statistics (Table 1).

Table 1

Ethnic Distribution, Committing Court,
Committing Offenses

Variable	Sample Number	Sample Percent	Total YA Parolees Percent
1. Ethnicity			
White	49	33.8	43.2
Spanish-surnamed	33	22.8	19.9
Black	56	38.6	34.1
Asian	2	1.4	0.8
Native American	3	2.1	1.4
Other	2	1.4	0.3
Total	145	100.0	100.0
2. Court Commitments			
Juvenile	66	45.5	49.9
Criminal	77	53.1	50.1
Unknown	2	1.4	-
Total	145	100.0	100.0
3. Committing Offenses			
Homicide	5	3.4	2.7
Robbery	32	22.1	23.9
Assault	14	9.7	10.8
Burglary	37	25.5	23.1
Theft (including Auto)	30	20.7	17.3
Arson	2	1.4	2.4
Sex offenses	6	4.1	3.5
Narcotic & drug offenses	5	3.4	6.2
Weapons	3	2.1	2.4
Incorrigible; other misdemeanors	11	7.6	7.6
Total	145	100.0	100.0

Note. Percentages in this and other tables in the report may not total exactly 100.0 due to rounding.

Ages ranged from 16 to 24 (mean = 19.7, median = 20). Individuals paroled from all 15 of the CYA institutions and camps were represented in the sample. During institutional confinement, 23% had been involved in a purely vocational training program, 34% had been in some combination of vocational and academic program, while 37% had been in purely academic programs (the remainder had been in "other" programs, mainly medical/psychiatric treatment).

Subjects had been on parole for widely differing time periods (Range: 1 - 72 months). Exactly half of the sample had been out for more than six months.

Procedure

Interview subjects were contacted with the help of parole agents, and were offered $5.00 to come to the parole office and be interviewed. Payment of wards was believed to be essential to ensure that those who agreed to be interviewed would not be biased toward the more helpful, volunteering, or sociable individuals.

Interviews were conducted at parole offices. Arrangements were made so that each interviewer could use a private office; under no circumstances was a parole agent or other member of the parole operation present during interviewing. All interviews were conducted by either the Project Director or the Graduate Student Assistant.

Before each interview began, the purposes of the project were briefly described, and it was made clear that the research project was not connected to normal parole or supervision programs in any way. Each individual was assured that information given during the interview would be used for research purposes only, and that information would be retrieved and analyzed in aggregate rather than individual form.

At the close of each interview, any remaining questions about the project were answered by the interviewer before having the subject sign a voucher slip, paying him/her, and terminating the interview.

Results

Other Background Dimensions and Individual Differences

Besides the major demographic indicators mentioned earlier, such as age, ethnicity, and locale, information regarding other differences in background, personality, and ability of respondents was obtained so that possible relationships between these factors and employment factors could be analyzed.

Parents. As rough indicators of socioeconomic status and parental influences on job attitudes, interview subjects were asked (1) whether their parents "are usually employed;" (2) if so, in what job title; (3) if their family had ever received public assistance; and (4) to characterize the attitude of the major wage earner toward work as "very positive," "tolerates work" or "very negative." Job titles of the major family wage earner were coded into one of eight categories ranging from "unskilled, menial labor" to "large company president or director."

Distributions of parental variables (Table 2) indicate that unemployment and under-employment were common characteristics in the family backgrounds of the Youth Authority parolees interviewed. Approximately one-quarter of these parents are "not usually employed,"* and over one-half have received public assistance at some time. Occupational titles of parents were concentrated in the lower end of the spectrum, with the semi-skilled job category (3 on an 8-point scale) being most numerous (mode) and also dividing the distribution in half (median). On the other hand, over 79% of respondents said that their parents' attitudes toward work were positive. Taken at face value, a composite picture of family background would be of parents who believe in the "work ethic" yet work in lower income occupational groups, are sometimes unemployed, and have received public assistance at one time or another.

Interpersonal Maturity Level (I-level). Information regarding 120 of the respondents' I-level diagnoses were available to research staff

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*It should be noted that some of these not usually-employed parents were either retired or physically disabled.

Table 2

Parental Employment

Interview Item	Number	Percent
1. Parent(s) usually employed?		
Yes	106	73.1
No	33	22.7
No response	6	4.1
Total	145	100.0
2. Parent(s) ever received public assistance?		
Yes	80	55.2
No	56	38.6
No response	9	6.2
Total	145	100.0
3. Parent(s) attitude toward work:		
Negative	1	0.7
Tolerates work	27	18.6
Positive	107	73.8
No response	10	6.9
Total	145	100.0
4. Job title of major wage earner:		
(1) Unskilled (menial)	2	1.7
(2) Unskilled	27	23.1
(3) Semi-skilled	46	39.1
(4) Sales/clerical	4	3.4
(5) Skilled tradesperson or supervision of small staff	25	21.4
(6) Store/small business owner or manager	11	9.4
(7) Professional	1	0.9
(8) Corporate executive or comparable level	1	0.9
Total[a]	117	100.0

[a]This total, and percentages calculations in job title categories, does not include 28 respondents who did not report parents' job titles, generally because parents had been chronically unemployed.

through the Youth Authority's computerized information system. Measurement of I-level (per the sequential method, Jesness, 1974), is a means of estimating the maturity with which offenders process, organize, and respond to social stimuli within the environment. It is beyond the scope of the present paper to discuss I-level theory and categories in a detailed way. In brief, the more simplistic, undifferentiated, and ineffective social repertoires are denoted by lower I-levels, while increasing development along these dimensions is reflected in higher levels. Within these levels (shown as numbers), characteristic modes of responding to others are reflected in descriptive subtypes (shown as abbreviated descriptive terms).

Although I-level was not retrievable from the files of 22 interviews of the 123 known, all were either I-level 2, 3, or 4 (which are virtually the only three of the seven levels addressed in I-level theory that are actually observed in young offender populations). I-level and subtypes (of those known) were distributed as follows:

Type	Number	Percent
I-2, Unsocialized, Aggressive	3	2.4
I-2, Unsocialized, Passive	11	8.9
I-3, Conformist, Immature	34	27.6
I-3, Conformist, Cultural	19	15.4
I-3, Manipulator	17	13.8
I-4, Neurotic, Acting-out	17	13.8
I-4, Neurotic, Anxious	19	15.4
I-4, Situational Emotional Reaction	3	2.4
Total	123	100.0

Reading level. Reading comprehension levels were also obtained through computer files although reporting difficulties (only 94 individuals out of 145 had reading scores entered in their files) and the age of some files (testing in some cases had been conducted three or four years before the interview) means that these levels must be taken as approximate. Nonetheless, the range in ability from nonreader (0) to very highly literate, 16.4, and sample mean and standard deviation of 7.09 and 3.05 respectively,

again characterizes the sample as representative of reading levels obtained system-wide (mean = 7.0, SD = 2.6).

Institutional programming. Those who received vocational training while in Youth Authority institutions reported taking the following courses: Building (4 persons), Electrical (2), Automotive (8), Mechanical (5), Welding (6), Building Maintenance/Janitorial (4), Cosmetology (2), Clerical (3), Culinary (17), Graphic Arts (4), Nursery/Gardening (10), Shoe Repair (1), and Forestry (14). Participation in these programs ranged from one month to two years (mean = 8.09 months). Some trainees (26.2%) had received certificates of completion or competence, but issuance of certification appears to be due as much to policies of the individual shop instructors as to completion/non-completion of training.

Finally, since a number of Youth Authority facilities teach survival skills already, those interviewed were asked if they had received any survival education and, if so, to describe the course content. Out of 139 respondents to the question, 41 (29.5%) had received some type of survival education, and an analysis of descriptions of these classes showed that approximately 66% (23) of the 41 who received survival education reported some type of training in job survival. Among these 23 persons most described a fairly restricted treatment of job survival such as learning to complete job applications, although a few persons described training up to and including video-taped role-playing of interview and work situations. It is clear that much room for expanding job survival training exists within departmental programming.

Rate, types, and duration of employment. As Table 3 indicates, the wages and titles of the current (or most recent) jobs of parolees fell predominantly in the unskilled-to-semi-skilled categories, with correspondingly low rates of pay. The typical lifespan of these jobs was very short. The average duration for "most recent job" was just under 5 months, but the median was only 3 months, meaning that the jobs of most parolees are very short (last less than five months), with a rather small number of persons who have held longer-term jobs bringing the statistical mean "up" to five months.

Figure 1 illustrates two ways of looking at employment rate of those sampled. The upper line of the graph represents the percentage of parolees

Table 3

Parolee Employment: Duration, Job Classes, and Wages

Interview Item	Number	Percent
1. Duration (months) of last job		
Less than 1.00	22	15.2
1.00 to 1.99	27	18.6
2.00 to 2.99	19	13.1
3.00 to 3.99	19	13.1
4.00 to 4.99	7	4.8
5.00 to 5.99	8	5.5
6.00 to 6.99	9	6.2
7.00 to 8.99	12	8.3
9.00 to 11.99	8	5.5
12.00 or longer	8	5.5
No response	6	4.1
Total	145	100.0
2. Job classification (last job)		
(1) Unskilled (menial)	14	9.7
(2) Unskilled	50	34.5
(3) Semi-skilled	59	40.7
(4) Sales/clerical	6	4.1
(5) Skilled tradesperson	8	5.5
(6) Above these in prestige and responsibility	3	2.1
(7) No response	5	3.4
Total	145	100.0
3. Wages (per hour)		
Range: $1.65 to $8.50		
Mean: $2.98		
Median: $2.50		
Standard Deviation: $1.06		

who had held at least one job since being paroled.* The lower line represents the percentage of those who were actually employed at various points during the first twelve months since being paroled. The area between the two graphs represents job attrition, i.e., the difference between those who have worked and those actually working at any given time.

Clearly, job retention is indicated as a tremendous problem in this display. Over 70% of the parolees had held at least one job during the first two months of parole, yet less than half of that percentage was still working at the end of that period. After four months out, percentages of those having worked one job ranged roughly between 85 and 90%, yet proportions of those actually on the job reached only about 40% or less during all periods of the first 12 months.

The employment picture emerging from these data is that of high unemployment and of poorly paid, short-lived jobs among those that have been employed. The remainder of the paper will examine possible reasons for these statistics relative to the three Job Survival Skill areas.

Job Survival Skills Area 1: Job Acquisition and Retention

Acquisition skills. Interview subjects were asked several questions about the processes and difficulties involved in acquiring their current or most recent jobs, ranging from how they learned of the job openings to the application and interview processes. Responses to how job openings were found, ranked in order of their frequency, were:

Source	Number	Percent
Family or friend contacts	69	47.6
Parole agent	22	15.2
State employment or public agency	18	12.4
Self-initiated contact	16	11.0
Want ad or notice	13	9.0
Private job agency	1	0.7
Other, or no response	6	4.1
Total	145	100.0

*Calculations did not include those in school or training programs, some of which were income-producing. Also note that the size of the sample in Figure 1 decreases across time due to subjects having been on parole for different lengths of time when interviewed.

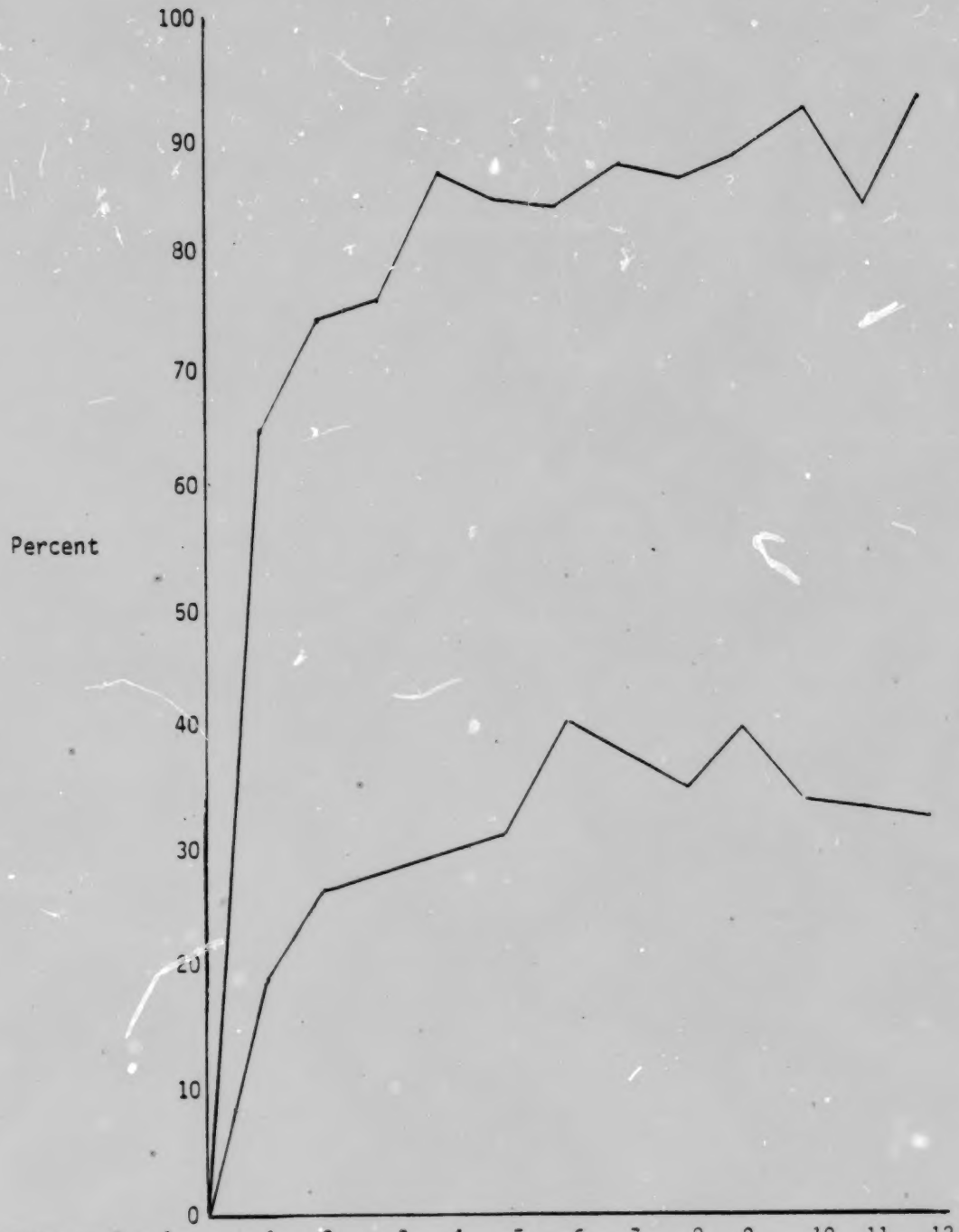

Figure 1. Percentage of those who have had at least one job (upper line) compared to percentage of those actually on a job (lower line), at different lengths of time on parole.

Almost half of all jobs developed from openings learned from family and friends, while the remaining half developed from openings distributed among several other sources. At least three different interpretations can be offered for these results.

It could be that more job openings are learned about through family and friends than other sources. In other words, the sheer amount of information coming from this source is greater.

Second, following up job openings learned about through family and friends might have been more successful than pursuing leads developed in other ways. That is, the quality of the information from this source could have been better. If there is truth to either of these interpretations, parolees should be encouraged to make full use of family and friend contacts in seeking jobs.

At the same time, it is possible that some potentially successful sources of job openings (employment agencies, self-initiated contacts, etc.) are being under-utilized by parolees, and that there are limits to the ability of family and friends to come up with needed jobs. Although family and friends are an important social support network that persons can and should utilize, the likelihood that parolees fail to make full use of different types of other community resources is supported by other data, to be presented in a later section.

Regarding the job application process itself, it is interesting that 22% of all respondents had not been required to fill out a formal application blank to obtain their last job. It became apparent during the interviews that many persons on parole arranged jobs very informally and have been hired on-the-spot, perhaps to begin work that day, by employers who didn't seem to care about past job history or training. Unfortunately, this might be a further reflection of the unskilled and dead-end nature of too many jobs secured by parolees.

When asked whether filling out job applications was difficult or was a stumbling block in getting jobs, only 17% mentioned having "some" problem, and only 8% described marked or severe difficulties. The fact that 75% reported no difficulty might reflect the simplicity of many of the forms required for the types of jobs parolees usually compete for (i.e., a sixth grade reading level is high enough), or that respondents overestimated their job application abilities. If the self-reports in

this instance are taken at face value, the degree of emphasis placed on job application training which is typically given in employment preparation classes is called into question.

Among those that did report problems with job applications, the most frequently mentioned type of problem was in reading or understanding the form. Convergent evidence to this point is that higher proportions of Spanish-surnamed respondents (who were presumably more likely to have English-language difficulties than others) reported moderate or severe problems in filling out job applications than those of other ethnic groups (Table 4).

Table 4
Ethnicity by Problems in Completing
Job Applications
(In Percentages)

	White	Black	Spanish-Surnamed	Asian	Native American
Not a problem	76.1	82.7	56.7	100.0	50.0
Some problem	19.6	11.5	26.7	-	-
Severe problem	4.3	5.8	16.7	-	50.0
Total	100.0	100.0	100.0	100.0	100.0
	(n=46)	(n=52)	(n=30)	(n=2)	(n=2)

$\chi^2 = 13.55$, df = 8, $p < .10$

When asked whether job interviews presented problems or difficulties, about 29% (42 out of 145) said that "some" problems were encountered; none reported "severe" difficulties. The most common type of job interview problem was "being too nervous." There were no significant differences across ethnic or other groupings in the way these responses were distributed.

Finally, in speaking about the job acquisition process there was considerable pessimism about being able to get jobs that were really desired (as opposed to "just any job"). Almost half (44%) felt that it would be "extremely difficult" to get the type of job that was desired; another 36% felt that it would be "moderately difficult" to get a desired job.

In the job acquisition area, a simplified summary of findings would be that: (1) most parolees learn of openings through family members and friends, and perhaps under-utilize other sources of information; (2) completing job applications is minimized as a problem by most parolees, although this might be due to overestimates of their actual skill-level and inexperience in competing for "good" jobs. Spanish-surnamed parolees report more difficulties with job applications than members of other ethnic groups; (3) of the 29% who reported job interview difficulties, most felt that nervousness was their main problem; (4) tremendous pessimism exists toward getting desired jobs as opposed to available jobs.

Job retention. Obviously, employment ends for one of two reasons: either an employee quits voluntarily or he/she is terminated. Terminations can be due to "natural" reasons (e.g., a layoff due to lack of funds or work to do) or for being fired. Also, various value judgments can be attached to quitting jobs: a person can quit for "good" reasons (to take a better job or to go to college) or for not-so-good reasons (can't get along with the boss, would rather make money illegally, etc.).

During the interviews, information was solicited detailing reasons for most recent job losses, and reasons were categorized according to such value judgments. Responses (Table 5) show that 58% of all respondents (84 out of 145) had been terminated from at least one job at some time in the past, while 66% (95 out of 145) had voluntarily quit at least one job.

The first set of figures in Table 5 shows that about half of the 84 who had been terminated from jobs had been fired, under circumstances varying in abruptness. Recasting this percentage somewhat, about 30% of the entire sample had been fired from at least one job. These quantitative data don't provide the impact of the qualitative descriptions of incidents which the interviewers heard first-hand. Stories of dismissals ranged from vaguely worded messages from the boss ("we're going to have to let you go") to pointed incidents in which the supervisor and employee argued and had a fistfight (tending to terminate employment rather abruptly). One younger parolee had lost his first job the day before our interview after working for two days. He had dropped a large board on his toe, other workers had laughed, and the boy joined in the laughter even though his foot ached. The boss witnessed the incident and told the boy he was "through," that he "paid workers for doing jobs rather than for being

Table 5

Reasons Behind Losing and Quitting Jobs

Interview Item	Number	Percent
1. Reasons behind losing (being terminated from) a job:		
Lay-off, natural circumstances	28	19.3
Terminations due to employer judgment about worker:		
Lay-off but suspected due to dissatisfaction	12	8.3
Fired, stated reasons and in deliberate manner	16	11.3
Fired on-the-spot (insubordination, behavioral incident, etc.)	16	11.0
Other reasons (e.g., was arrested)	12	8.3
Total lost a job	84	57.9
Never lost a job	57	39.3
No response	4	2.8
Total	145	100.0
2. Reasons for quitting jobs:		
Didn't like the work	18	12.4
Couldn't tolerate bosses or co-workers	18	12.4
Didn't like the pay	12	8.3
Couldn't conform to the work schedule	14	9.7
Took a better job	9	6.2
Moved	6	4.1
Return to school	4	2.8
Transportation	2	1.4
Other	12	8.3
Total who quit jobs	95	65.5
Never quit a job	50	34.5
Total	145	100.0

clumsy clowns." Stories were sometimes even bizarre, such as losing a job as an animal-feeder at the zoo because of an incident in which the employee was bitten by a lion.

The data listed above, as well as the qualitative descriptions, tend to confirm findings in other studies which reported that reasons for firings were typically due to factors other than lack of job-specific skills. In the present study, behavioral incidents, "personality conflicts" with the boss, poor habits in keeping work hours, etc., far outnumbered firings for specific inabilities to do the work. For example, a very common scenario involved the worker coming late to work a few times and then perhaps staying home from work once without calling the boss, resulting in being fired.

Another noteworthy finding was that dissatisfaction with low wages was only the third most frequent reason given for voluntarily quitting. This is surprising, considering that the mean wage of $2.98 per hour is quite low in California by objective or subjective standards. It calls into question the opinion, expressed to interviewers frequently by parole agents, that parolees have high economic expectations and "won't work for jobs that pay minimum wage." Our data suggest that the quality of the work itself and satisfactory relationships with others at the work site are more important considerations. Of course, it could well be that significantly higher wages would have made poor relationships and disagreeable job tasks tolerable, but present data do not allow that hypothesis to be tested.

To tell or not to tell an employer about arrest records is an issue that divided respondents into groups that believed it the best policy to be completely open about their pasts (55%) vs. those who either gave qualified answers (11%) or those who would never tell about being arrested (35%). Job counselors, parole agents, and others who work with young offenders also gave us differing opinions about the advantages of being open vs. concealing their arrest records from employers. It could be that it really doesn't matter, overall, which policy is followed. When indicators of job-finding and job-keeping success (i.e., current employment status, difficulties in finding desired jobs, lost jobs, and circumstances behind losing jobs) were compared between respondents who believed in telling vs. those who would not tell about their offense

record, no significant differences were found (chi-squares were all above the .30 probability level). A fair assumption would be that offense records are highly relevant in some cases (such as when applying for a cashier's job) but not in many others.

Again, qualitative information on this issue ranged widely across the spectrum from stories of persecution, because of ex-offender status, to glorification. In the latter case, one young man gleefully related stories of going from one government-sponsored help program for ex-offenders to another; he had gotten jobs and had been admitted to college, even with a dubious high school record, all (to hear him tell it) on the basis of his arrest record! On the other hand, several respondents told of being exploited by bosses who hired them, knowing they were ex-offenders and claiming to want to "give them a break," and then underpaying them, demanding work from them above the job class in which they were being paid, or paying sub-minimum wages under the guise of "training programs" but refusing full-fledged employee status and laying them off after "training." Although undoubtedly some of the persecution stories were exaggerated, the degree of similarity in the content of several such stories argues for their basic credibility.

Another aspect of job retention has to do with being aware of one's rights and of procedures to follow if one does have reason to suspect mistreatment from an employer. Interview subjects were asked if there would be "anything they could do" if they were being treated unfairly by a boss or terminated from a job without just cause. Twenty-nine percent responded with comments indicating sketchy knowledge of rights and procedures for redress (i.e., they named only one general source of help, such as "the union," or one procedure). Another 29% responded with total ignorance; that is, they either said that there was "nothing" they could do, or they were unable to describe a single source or procedure. Only 42% (61 out of 145) demonstrated a working knowledge in their responses, that is, by describing one or more specific agencies or detailing procedures for redress.

In a related question, ethnic minorities and women were asked what they could do if they felt they were being discriminated against. Performance on this question was better; 62% of the 109 minorities and women

respondents gave working-knowledge answers, according to the same criteria as in the previous question. Only 23% demonstrated sketchy knowledge, and 15% total ignorance or inability in this area.

When asked if they had actually had experiences in which they had used mechanisms of redress or justice in job settings, 17 out of 145 respondents had done so because of unfair treatment, lay-off, etc., while 16 had done so in cases related to ethnic discrimination. These numbers are large enough to conclude that teaching employee and human rights and sanctions are more important than mere academic exercises.

Job Survival Skill Area II: Human Relationships

In the interview format, a series of questions dealing with interpersonal relationships and skills was begun by asking the respondent if he/she preferred to work alone. However, this preference apparently did not reveal any maladjustment or misanthropism severe enough to be problematic in work settings; statistical tests did not reveal any significant relationship between wanting to work alone and any indicators of employment history.

Questions concerning the quality of relationships with co-workers and supervisors were more revealing. Interviews probed for information about how they got along with those at work, whether they felt generally "hassled" by other workers or bosses, and how they had "usually" responded to problems with people on jobs they had held. Responses were categorized into three groups (Table 6): (1) those who didn't have significant problems getting along with co-workers or bosses; (2) those who reported "some" problems; and (3) those who experienced severe or recurrent problems with those at work.

How parolees responded to these difficulties were categorized (Table 7) as appropriate ("confronted properly") if the described resolution stressed a constructive, verbal process which was not hostile but was rather aimed at heading off a more serious problem. The other categories involving responses to problems are self-explanatory.

Interestingly, a somewhat higher proportion reported problems with supervisors than with co-workers. This could simply be a manifestation of very general authority hang-ups, or it could be that more intense feelings resulted from being supervised compared with working alongside

someone. In either case, given the potential costs of having problems in this area, resolving difficulties with supervisors is indicated as a high-need area by these data.

Table 6
Reported Quality of Co-worker and Supervisor Relationships
(In Percentages)

	Total	Not a Problem	Some Problem	Severe Problem
Relationships with co-workers	100.0 (n=143)	73.4	22.4	4.2
Relationships with supervisor	100.0 (n=142)	61.3	32.4	6.3

Table 7
Usual Responses to Co-worker and Supervisor Problems
(In Percentages)

Source of Problem	Total	Ignored Problem	Got Angry or Sulked	Confronted (hostile)	Confronted (properly)	Problem to Boss	Other
Co-worker	100.0 (n=138)	33.8	2.9	16.9	34.6	8.8	2.9
Supervisor	100.0 (n=139)	28.1	10.8	7.2	43.2	10.1	0.7

Table 7 indicates that, although supervisor problems were more numerous than co-worker problems, a higher percentage of respondents described using an appropriate response to problems involving bosses than those involving co-workers, perhaps because of the higher cost of stepping out-of-line with bosses. Following this line of thought, only 7% of respondents described hostile or aggressive solutions to boss problems, while 17% said that they had solved co-worker problems that way. Significantly, very sizable percentages simply ignored problems with either co-workers or supervisors. Although this response is less dramatic than hostile confrontation, it was a more typical style of responding to problems on

the job among these parolees and indicates that many parolees need to learn how to appropriately assert themselves.

Further calculations revealed that methods of responding to co-worker problems were statistically related to having lost a job. Table 8 shows that about twice as many who ignored co-worker problems had lost a job than those who had ignored them but had never lost a job. Those who confronted co-workers angrily and lost a job were almost three times the number of those who had done so but never lost a job. Interestingly, those who confronted co-workers appropriately were equally as likely to have lost jobs; the safest strategy seems to have been to take the problem to the boss (only three had lost jobs, while nine had not). These inter-relationships (Table 8) were statistically significant (χ^2=13.02, df 5, $p < .025$), although curiously, a corresponding table of responses to supervisor by job-losing failed to reveal statistically significant differences.

Reasons for job-quitting also statistically interacted with co-workers problems, but not with supervisor problems. Although an array of reasons for quitting jobs by types of responses to co-worker problems leaves cell entries that are too small for adequate tests, Table 9 shows reasons for quitting broken down by whether respondents had described no problems, moderate or severe problems with co-workers. This distribution is statistically significant (χ^2=18.49, df 10, $p<.05$), and has several noteworthy facets.

First, as one would expect, those who quit because they couldn't get along with co-workers and bosses were, proportionately, the least likely of any groups to have had "no problems" with co-workers. Also, the two "quit" categories with the highest percentage of "no co-worker problems" respondents were those who quit to take better jobs (8 out of 9) and "other" (22 out of 24). (Most of the reasons which fall into "other" were justifiable, such as returning to school or moving, rather than indicating poor work adjustment.)

Results in this area suggest that relationships with co-workers, and responses to problems with co-workers, are a key factor in job attrition. In general terms, the more negative the circumstances behind losing or quitting a job, the more likely some type of co-worker problem, or inability to handle such problem, was involved.

Table 8

Relationship Between Job Loss and Usual Response to Co-Worker Problems

(In Percentages)

	Have you ever been terminated from a job?	
	Yes	No
Ignored problem or tried not to acknowledge it	37.7	29.1
Got angry, sulked, or walked off job, went home sick	3.9	1.8
Confronted co-worker aggressively, hostile	20.8	10.9
Confronted co-worker appropriately	28.6	41.8
Took problem to boss or supervisor	3.9	16.4
Other responses	5.2	-
Total	100.0	100.0
	(n=77)	(n=54)

χ^2 13.02, df 5, p <.025

Table 9

Relationships With Co-Workers by Usual Reason for Quitting Jobs

(In Percentages)

		Relationships With Co-Workers		
Reasons for Quitting	Total	No Problem	Some Problem	Problem
Doesn't like the work	100.0 (n=18)	61.1	22.2	16.7
Doesn't like bosses or co-workers	100.0 (n=18)	55.6	38.9	5.6
Doesn't like the pay	100.0 (n=12)	58.3	41.7	-
Can't conform to schedule	100.0 (n=13)	76.9	23.1	-
To take better job	100.0 (n=9)	88.9	11.1	-
Other reasons	100.0 (n=24)	91.7	8.3	-

χ^2 = 18.49; df 10; p <.05

The importance of co-worker relationships is stressed in other research, particularly in the literature on the social psychology of work. These sources suggest that the importance of getting along with co-workers is much broader than merely the need to avoid work-inhibiting disturbances. According to several writers (Weick, 1969; Garbin, Salome, Jackson and Ballweg, 1970), two different systems of access to power (defined as the ability to control aspects of the work environment for one's betterment) exist in work environment: the formal and the informal power systems. The formal system is explicit and follows the description of authority and accountability represented in organizational charts. The informal system develops from and for co-workers, and has the function of translating or making livable the formal rules and demands of management. For workers in lower echelon positions (which would include all of those in our sample), this latter system is in many ways more important to job satisfaction and success than the formal system.

It is reasonable to assume that ex-offenders have considerable difficulty fitting into informal cliques of the "straight," working world. The subcultural norms, jargon, and lifestyle that gain access to informal systems within correctional institutions are presumably much different from those of the average workplant. One respondent who had survived for only a few days at a factory job described having immediate problems in this area: "They could spot right away that I had done time. I felt like I stuck out like a sore thumb or like I had a sign on my head that said 'con.' I didn't know how to act, so I tried to joke around a lot but it didn't work."

One difficult-to-interpret result in the interpersonal area: ethnic group was significantly related to types of responses to co-worker problems ($\chi^2 = 32.43$, df 20, $p < .05$). As Table 10 indicates, higher proportions of Spanish-surnamed and White parolees responded by ignoring or choosing hostile solutions to co-worker problems, while Black parolees were least likely to report hostile solutions and most likely to suggest appropriate solutions (not counting the Asian or Native American categories because of very small sample sizes). Black respondents were particularly more likely to take these problems to a supervisor than were other ethnic groups. However, ethnic group and losing/not losing jobs were not statistically related.

Table 10
Usual Response to Co-Worker Problems
Among Different Ethnic Groups
(In Percentages)

	Ethnic Group				
	White	Black	Spanish-Surnamed	Asian	Native American
Ignored problem or tried not to acknowledge it	31.1	30.8	40.6	100.0	-
Got angry, sulked, or walked off job, went home sick	4.4	-	3.1	-	-
Confronted co-worker aggressively, hostile	22.2	5.8	25.0	-	66.7
Confronted co-worker appropriately	33.3	42.3	28.1	-	33.3
Took problem to boss or supervisor	2.2	19.2	3.1	-	-
Other responses	6.7	1.9	-	-	-
Total	100.0 (n=45)	100.0 (n=52)	100.0 (n=32)	100.0 (n=2)	100.0 (n=3)

$x^2 = 32$; df 20; p <.05

The last questions asked about interpersonal relationships were whether personal problems off the job had ever affected performance or behavior at work and, conversely, whether problems at work had ever affected relationships while off the job. Responses to both questions were rated on a three-point scale, "no problems," "moderate problems," "severe or marked problems." About 27% (39 out of 145) said that moderate work problems had stemmed from off the job, and another 7% reported severe difficulties. When the question was turned around, fewer persons reported difficulties (21% reported moderate off the job problems originating at work but only 2% "severe").

The most common outside problems affecting work were hangovers, late-night parties, and girl/boy problems that affected getting to work the next day on time (or at all). The most common scenario found in responses to the second question was that a problem with a co-worker or boss caused

irritability which in turn precipitated arguments with friends, or perhaps a drinking session.

However, the assumption that outside problems are crucial inhibitors of employment among ex-offenders might be erroneous. Statistical tests comparing employment indicators (present employment, job titles, wages, duration of last job, lost a job, quit a job) across groups categorized by existence and severity of outside problems affecting work (and vice versa) were all insignificant. Since the method of this study is what researchers term "descriptive" (after-the-fact, less controlled) rather than experimental (planned and controlled observation), this result is suggestive but can only be considered tentative.

Job Survival Skills Area III: Self-Investigation, Self-Evaluation, Responsibility, and Career Opportunities

A number of interview questions focused on the extent to which parolees had critically examined their job aspirations in light of their abilities, whether they had reasonable plans for self-improvement if abilities did not meet aspirations, and the extent to which they were aware of responsibilities that go with being an effective working person.

At a gross level of analysis, respondents were able to make discriminations involved in matching themselves with job settings. About 20% reported that they hoped to work with their heads, 55% with their hands, and 25% had no preference, when asked to classify themselves according to those broad categories. Given the predominantly low level of academic achievement in the sample, the fact that most characterized themselves as manual workers appears appropriate.

Weaknesses were more apparent when more complicated issues, such as knowing what means to use to achieve specific ends, were probed. For example, subjects were asked what they would do if they had a job which they really didn't like. Responses were classified into three groups, according to the completeness of the response. Abrupt, categorical statements such as "I'd quit!" or "I'd keep the job and just be unhappy" were scored 3 (most problematic); slightly more reasoned statements, such as "I'd keep the job but begin looking for a better one," were scored 2 (moderately problematic); while answers describing a step-by-step approach, with at least a few options mentioned, were scored 1 (no problem indicated).

Out of 144 responses to this question, frequencies and percentages within each category were: 1: 67 (46.5%); 2: 53 (36.8%); 3: 24 (16.7%). In other words, over half had moderate to marked difficulties in stating means for dealing with an unsatisfactory job situation.

Each parolee was then asked to focus on some longer range issues: What job did he/she want to have in the future, that is, as a career? What kinds of skills were needed for that type of job? Where could training in these skills be obtained? What kinds of talents, activities, or past experiences had he/she had that could be used in working toward this desired career?

Responses were again scored on a 3-point scale, 1 indicating no problem and 3 meaning severe or marked problem. The distribution of these ratings (Table 11), again, shows relatively high percentages of those who had moderate to severe problems in knowing what career options were available, what skills were required for entrance to their chosen fields, where

Table 11
Extent of Problems in Stating Career Options
and How Desired Options Can Be Attained
(In Percentages)

	Total	No Problem	Some Problem	Severe Problem	No Response
What are career options?	100.0 (n=145)	46.2	36.6	16.6	0.7
What are skills required?	100.0 (n=145)	61.4	26.2	11.0	1.4
Where are skills acquired?	100.0 (n=145)	60.7	25.5	11.7	2.1
Personal experiences to use toward career	100.0 (n=145)	56.6	29.0	12.4	2.1

training could be acquired for entrance to their chosen fields, and what personal experiences could be used in working toward the career. It is notable that percentages of those who had trouble in stating skills necessary for desired occupations were very similar to percentages of those who had difficulties in stating where training resources could be found. Although community job training programs are closed to some parolees because of such

factors as entrance requirements (high school diploma, eighth-grade reading level, felony record, etc.) or overenrollment, it appears that many resources available to parolees are not being utilized out of sheer ignorance of their existence or of how to tap into them.

Some cautionary comments are also in order, however, about realities of economic existence for parolees. Although conventional career preparation courses put heavy emphasis on developing a long-range plan which includes available training resources, intermediate objectives, and ultimate career objectives, another point of view is that long-range career planning is a middle-class luxury. In other words, the concept sounds nice, but it is impossible for some parolees, who have themselves and possibly dependents to support, to quit or forego obtaining a low-level job in favor of getting training for a better one. Therefore, and not necessarily just because parolees will not "delay gratification," many parolees are forced to stay in undesirable positions. This in turn can lead to personal stagnation, frustration, and ironically, sometimes even to the loss of the current job itself (Super, Kowalski, & Gotkin, 1967).

In the area of personal responsibilities to self and others at work, questions were asked regarding safety rules and grooming. When asked to describe actual work situations in which safety rules had been ignored or in which the respondent had been reprimanded for not following safety rules, few subjects described having had significant difficulties. Over 85% (124 out of 145) reported being aware of the safety rules where they worked, and only 6% (8 subjects) made negative statements toward safety rules. (The most common complaint was that some of the rules were "petty.") About 17% (20 persons) had run into problems because of safety rules, mostly involving minor reprimands for such infractions as not wearing safety goggles or other protective clothing in work areas. None reported having caused injuries on the job.

So although the importance of teaching and observing safety rules is obvious, it also appears that concerning job adjustment and retention, safety rules present fewer problems to parolees than some of the other survival skills discussed in this report.

The importance of good grooming is another item that is heavily emphasized in most job-preparation courses or booklets. In our interviews,

we found only 6% who were negative to stated or implied grooming rules. Another 21% were neutral in their attitudes toward such rules, and said that they would sacrifice such personal grooming preferences as long hair or facial hair, if they had to, to get a desired job. The balance of the sample (73%) were even more positive toward grooming practices necessary for work.

When the subjects were asked to describe actual difficulties that they had encountered in finding and keeping jobs because of grooming, 13% reported minor difficulties (such as reprimands or warnings), and only 3% (4 persons) had had severe problems involving a job loss or being rejected from consideration for a job specifically because of grooming.

As in other job survival areas discussed, responses to these questions need to be understood in light of the type of jobs that most parolees hold and from the point of view of the parolees themselves. In other words, employers looking for unskilled, lower paid, manual workers do not seem to care as much about conventional grooming habits as much as employers looking for white collar or sales workers. Also, it is likely that respondents tended to underestimate the importance of appearances. It is possible that many of those who felt grooming had never been a problem had, in fact, been rejected by a prospective employer from further consideration because of poor or unconventional grooming, but they simply were not given the specific reason for the rejection.

Relationship Between Employment and Characteristics Other Than Job Survival Skills

It is certain that many other factors determine employment success besides level of proficiency in job survival skills. Some obvious examples of such factors would be the state of the economy at a given time and the job market in each person's community. Since the purpose of the current project was to zero-in on job survival skills, it was beyond our intended scope and resources to examine, in any detail, the various situational "givens" which affect employment among ex-offenders. Since some of the data gathered concerned background characteristics of the sample (age, ethnicity, locale, parental employment, etc.), statistical tests were conducted to explore at least a few of the factors related to employment besides job survival skills.

Technically speaking, the nature of the data determined which types of analyses were performed. Correlation coefficients were calculated between variables that were (more or less) continuous, whereas chi-squares were calculated for discrete or nominal data. Where it was meaningful to test the effect of groupings on continuous variables, F - tests were performed. In all cases, tests were avoided between variables that, a priori, could not in some meaningful way be hypothetically related to each other. In other words, random shot-gunning for relationships was avoided although all reasonable explorations were made.

The correlational tests (Table 12) indicate that of the employment indicators, job title was the most sensitive to personal background factors, correlating significantly with age, reading level, and job title of parent. Wages earned on most recent job significantly correlated only with age. Length of time in vocational training was not significantly related to any of the employment indicators. It is difficult to draw any conclusions from these relatively weak relationships, except for pointing out that the highest single coefficient (.41) was between job title of the parolee and that of his/her parent. Unfortunately, even if a causative relationship between the type of parents' jobs and those of offspring were confirmed, the Youth Authority could not hope to design programs to influence parents' jobs.

Table 12

Correlations Between Employment Indicators and Certain Background Characteristics

	Age	Duration of Voc. Training	Reading Level	Job Title of Parent
Duration of last job	.05	.17	.06	.01
Job title last job	.26**	.01	.24*	.41***
Wages last job	.29***	.01	.15	.05
Problems getting jobs desired	.07	.06	.01	.10

*p <.05
**p <.01
***p <.001

Besides the relationships presented earlier in the report, additional statistical relationships between employment and grouped variables were significant only in the case of I-level, Type of Institutional Program, and Geographical Location.

I-level significantly affected job title of last job ($F = 3.29$, $p < .02$), largely accounted for by I-4 respondents having had significantly higher job titles than those of I-3 representatives ($t = 3.30$, $p < .02$). It is reasonable, in light of I-level theory, that those of the highest observed level of social maturity would secure jobs with more attractive titles (that generally involved more social contact and public relations than the menial jobs) than those with lower levels of maturity. However, other employment variables (wages, duration of last job, present employment status) were not significantly affected by I-level.

Employment status at the time of the interview (employed, unemployed, in school/training) was significantly related to two variables: Type of institutional program and geographic location.

Table 13, which shows the distribution of employment status arrayed by type of institutional program, has several notable aspects. Most importantly, the group with the most favorable employment picture was made up of those who had taken a combination of vocational and academic training while in CYA institutions. The proportion of this group currently employed was highest (27.1% compared to 18.8% and 18.5% for the vocational-only and academic-only groups). Also, the percentage represented by those in school or training programs, some of which were paid training programs that were designed to place workers directly on jobs after completion of training, was clearly highest among the vocational/academic group (31.3% compared with 9.4% and 14.3% for the vocational-only and academic-only groups). Also contributing to the significant chi-square was the fact that 6 out of 7 who had been in "other" types of training were unemployed. These latter individuals had been in either medical-psychiatric or violent-offender programs, and although the number is small, a reasonable interpretation would be that the social and emotional coping skills in this group were least likely to be adequate for work environments.

Interpretations of the other relationships in Table 13 are more difficult. Reasons why some wards receive vocational training, others

academic, and still others get a combination of both programs must be examined for factors that might have confounded the results. Results of tests to explore some of these interactions are not tabularized in this report, but were not conclusive and can be summarized briefly. Age, ethnicity, and committing court were significantly related to the type of program wards received. A composite picture is as follows: the academic-only group was younger, predominantly White, and was mostly made up of juvenile court commitments. The vocational-only and vocational-academic groups were much more similar to each other than to the academic-only group, and were relatively older, more likely Black or Spanish-surnamed, and predominantly adult court commitments.

Table 13

Present Employment Status by Type of Program
Last Institutional Stay
(In Percentages)

	Vocational	Vocational & Academic	Academic	Other*
Employed	18.8	27.1	18.5	-
Unemployed	71.9	41.7	66.7	85.7
Training/school	9.4	31.3	14.3	14.3
Total	100.0	100.0	100.0	100.0
	(n=32)	(n=48)	(n=54)	(n=7)

$\chi^2 = 13.06$, $p < .05$

*Included primarily those in medical-psychiatric programs.

Therefore, although there were differences in background characteristics of those who had been in different institutional programs, the differences cannot explain different employment and training rates between the vocational-only and vocational/academic groups, since the two groups closely match each other in background. Also, although calculating three-way interactions is not a sound statistical practice when sample size is relatively small, some of these were nevertheless attempted (e.g., program X age X employment status) but they were not statistically significant. All that can be safely said is that present data suggest that a combination of vocational and academic programming, while in institutions, leads to

higher proportions of those employed and in school or training programs on parole than institutional programming that is strictly vocational. The need for further research on this issue is indicated because of the important policy implications.

Geographic location was also significantly related to current employment ($\chi^2 = 12.91$, $p < .05$). Parolees interviewed in San Diego were most likely to be employed at the time of the interview, followed closely by those in Stockton and San Jose. Oakland parolees had the highest unemployment rate, while San Jose had the highest proportion of those in school or training. It is impossible to draw any generalizable conclusions regarding effects of geography, based on this small sampling of areas in California and small numbers within each area. It is perhaps more notable that of the more easily generalizable background characteristics, such as ethnicity, parental employment, and offense history, none significantly affected the current employment status of this sample.

Needs Assessment Summary and Recommendations for Module Development

Although it would be impossible to translate the rich interview data into a set of recommendations for curricula design that would cover every problem-situation described by parolees, a set of recommendations for "most critical" content was developed. Based on the information just presented, it was decided that the modules should address at least the following areas:

1. Job-Keeping Skills. Based on findings that over 90% of parolees find some sort of work within six months of parole, but that the typical parolee loses or quits this job very quickly, it was decided that at least half of the emphasis of the course should be on job-keeping. This emphasis differs from virtually every "career-awareness" course that was reviewed in developing the modules (see Chapter III). Present data suggest that undue emphasis has been placed in earlier curricula on all of the minutiae involved in finding a job, with very little emphasis placed on how to survive after obtaining a job.

Regarding specific job-keeping skills, top priority was given to training in on-the-job relationships. Simulated practice in resolving difficulties with co-workers and bosses was recommended to be the most essential ingredient of training in this area.

Simple work habits, such as promptness, appropriate use of sick leave, and putting in a fair day's work, were also indicated as important in job-keeping.

Finally, a more subtle factor in job losses had to do with attitudes toward a less than agreeable work environment. It was recommended that the course emphasize the need to think about longer-term goals in addition to immediate job satisfaction. This recommendation developed from the impression, gained in the interviews, that most parolees who quit jobs did not first consider options such as trying to improve the situation, stick it out long enough for promotion, or at least work long enough to secure a good recommendation before quitting.

2. Job-Seeking Skills. Even though finding just "a job" is not indicated as a major problem for ex-offenders, skills training in finding the right job was still emphasized for the modules. This follows the assumption that job attrition is in part due to quitting or being fired from a job that was an inappropriate placement in the first place.

Although an intensive values exploration approach was felt to be unwarranted, given limited time in which to teach the curriculum, staff recommended that a principal topic within the job keeping area should be fitting aptitudes and interests to jobs or job-training plans. Judging from the interviews, career planning in present Youth Authority programs typically is done informally, sporadically, or not at all.

Data also show that knowing how to tap into available community resources for training and job finding are areas in which parolees need to be strengthened. The need for training and encouragement in using the full range of public and private resources in job finding was indicated, since most parolees relied solely on sources most immediately available to them (family, friends, parole agents) for jobs.

Although the mainstays of traditional career preparation courses, such as learning to complete job applications, resumes, and how to act during interviews, were not indicated to be as critical as earlier believed, staff suggested that these topics be included in the curriculum

for two reasons. First, if parolees compete for not just any job, but for higher level positions, chances are that applications, resumes, and interviews will become more important in the selection process for these jobs than for minimum-wage jobs. Second, based on frequent impressions voiced by project interviewers, that parolees had trouble remembering accurate dates, places and names in describing previous jobs, it was concluded that parolees overestimated their skill in handling applications/interviews and underestimated the importance of really having these skills.

In sum, although there were no major surprises in the list of need areas indicated by the research findings, the priority assigned to the topics deviates from earlier curricula. Although staples such as applications and resumes were considered important enough to include in the modules, highest priority was given to relationships and habits on the job.

CHAPTER III

Development of the Job Survival Skills Curriculum

Procedures

The second project phase was to produce the actual training modules, based on needs assessment recommendations. In addition to these recommendations, Youth Authority teaching staff were asked to participate in all phases of the curriculum development to ensure that the product would reflect the realities of teaching needs in the institutions. An outside consulting firm, the American Institutes for Research (AIR), was hired to do the technical compilation and writing of the modules. Several steps went into this development process, as described below.

Search for materials. As research staff were conducting the needs assessment research, AIR began a nationwide search for teaching materials related to job survival. Letters were sent to approximately 200 publishers of materials in career education which defined the general areas to be taught and asked for sample copies for review. An additional 60 letters were sent to state correctional and rehabilitative agencies asking them to describe materials which they had actually used according to the areas covered, the level of difficulty, and cost. (Copies of these letters and the "nomination forms" sent to agencies are included in Appendix B.)

These requests produced 197 sets of materials, which represent responses from 60 publishers and 28 agencies.

Screening of materials. The formidable task of screening these materials and ordering them according to their suitability was expedited by a "criterion checklist" developed by AIR staff, using suggestions of CYA research and teaching personnel. The criterion checklist (Appendix C) is comprised of several objective items under each of the following categories: (1) target population, (2) content focus and coverage, (3) instructional goals and objectives, (4) learning requirements related to CYA wards' skills and interests, (5) instructional methods, materials, and conditions, and (6) cost-effectiveness information. A five-point scale was used to rate materials on each item according to the extent to which the materials were "on target" for the needs of this project.

For the first round of screening, AIR staff simply summed the ratings. This was done for all items. The average score of the first ten randomly selected materials was 80 points. A cut-off point of 70 points was set for materials to be considered as "primary instructional resources" in further module development. Materials scoring less than 70 but more than 55 points were recommended to be "secondary instructional resources."

AIR staff then prepared an annotated list of primary and secondary resources. Each annotation included the title, date of publication, and author(s) if appropriate; publisher; cost; format (e.g., film, book, etc.); reading level; and a description of the material's organization and content. In addition, the AIR evaluators included subjective comments about the materials with their annotations. These comments were particularly helpful, since they concerned reactions about the appropriateness for use in CYA programs and also noted any sex, ethnic, or job bias in the materials.

Biases in materials which were specifically avoided in final purchases of materials were depictions of females or minorities in exclusively low-level or stereotyped job situations, and also depictions of only one range of job options (e.g., only showing professional workers in a film).

A total of 24 "primary" and 25 "secondary" sets of materials were annotated. A complete description of the search, rating process, and annotations are included in AIR's booklet, "A Prescriptive Catalog of Instructional Materials Recommended for Use in the Job Survival Skills Program of the California Youth Authority," which will soon be available through Educational Resources Information Center (ERIC).

Finally, one remaining screening procedure was done to ensure the suitability of materials that had been highly rated on the objective scales. Samples of the annotated materials were taken to Preston School (the future field-test site) and previewed by teachers, administrators, and students. Written comments and reactions to each set of materials were solicited. A few items (such as one that students thought was too childish) were rejected on the basis of these subjective comments.

Writing the modules. Using the needs assessment research as a guide to content, and knowing the types of resource materials available from the nationwide search, AIR staff began writing teachers guides for five modular units. A certain degree of structure was imposed on this effort, as described below.

First, the modules were to be keyed toward behavioral learning objectives. That is, each day's activities in class were to be aimed at helping students perform specific behaviors which would enhance their job survival potential. For example, it was not considered enough for students to listen to a lecture about how to resolve difficulties with a co-worker; rather a learning exercise was developed toward the objective that "students will be able to describe one appropriate resolution to a typical on-the-job conflict."

Second, class work was to be active as much as possible rather than passive. Along with this stipulation was the requirement that activities should be high in interest and somewhat low in reading requirements, since the mean reading level of Youth Authority wards is about 7th grade.

Third, there were to be options for the teacher to be able to choose from. The teacher should have available such options as being able to assign more advanced work to the more motivated students, allowing some students to complete class assignments orally rather than in writing, and spending more or less time, within limits, on each module as required to optimally pace the group.

Finally, for all learning objectives there were to be clearly described class activities along with references to the resource materials needed, and whether resources were required or optional.

As AIR staff drafted each module, copies were sent to CYA research staff and to a committee of educational personnel at Preston School, consisting of the school administrator, the supervisor of vocational education, and four teachers who had been selected by their peers to teach the first classes.

Suggestions for changes were relayed to AIR staff and incorporated into the field-test version. In addition, three meetings were held during the course of the module writing during which the Preston committee, CYA research, and AIR staff discussed any issues not resolved through correspondence or via telephone.

Results of Module Development

The complete teachers guide for the five modules will be available shortly after publication of this report through ERIC, but is too voluminous to reproduce here. However, the goals and objectives for each

module can be found in Appendix D. A short summary of class activities and resources used for each module follows.

Module One. Motivation and Orientation to Job Survival Skills.

During approximately three class hours covered by Module One, students view a film, are presented with an overview of course topics, and are led in discussions of jobs they have had and problems that have been encountered in the job world. The film is meant to be motivational. By following the experiences of a few young people as they search for work, the film leaves students feeling that there is much more to job success than simply walking out and asking for work. Similarly, the discussion and course overview are aimed at stimulating interest in becoming a competent "job survivor."

Module Two. Matching Skills and Interests to Jobs.

During approximately three hours, students work through a structured exercise which introduces them to the concept of matching personal interests to real jobs. The exercise is a self-scoring interest inventory that helps to identify occupational areas indicated as matching personal interests. An optional resource in this module is a filmstrip which explores self-concept and work.

Module Three. Job Seeking Skills.

During approximately eight class hours, activities are designed to develop skills in locating and using sources of job information, developing resumes, making personal data sheets, and writing letters of application. Discussions of cassette tape recordings and of written material are used to explore the advantages and disadvantages of using a number of job sources (public agency, private agency, want ads, friends, parole agents, etc.). Resumes are prepared with help from a filmstrip and a structured guide from a workbook. Personal data sheets, containing facts of work history such as dates, addresses, and references, are prepared as a home-work assignment and briefly reviewed during the next class. A student workbook is used together with feedback from the teacher, to prepare letters of application. A self-scoring quiz is used to introduce the essential elements of these letters.

Module Four. Job Getting Skills.

During approximately ten class hours, activities are designed to help students learn the concepts and vocabulary of job applications, and

to learn and practice skills needed for successful job interviewing. Quizzes, workbook exercises, and simulated practice are used in developing job application skills; cassette tapes supplement these by examining the important step of telephoning prospective employers, and arranging for interviews. Filmstrips, cassette tapes, and simulated practice-and-critique sessions are used to develop job interview skills. Video tape filming and playback of practice sessions is recommended if equipment is available.

Module Five. Job Maintenance Skills.

Approximately twenty class hours are devoted to exercises designed to give a more-than-beneficial understanding of on-the-job relationships, problem areas, and ways of resolving difficulties. Cassette tapes, filmstrips, quizzes, and videotape equipment (where available) are used to promote an active exploration into areas such as communication, accepting supervision, self-defeating behaviors on the job, the first few days of work, hazing, how to seek help from supervisors, how to resolve conflicts and arguments, and even how to appropriately quit a job. Extensive use is made of role-playing in small groups and in sharing constructive criticisms to improve performances. Many options, in terms of depth and type of media, are available to the teacher in this module.

CHAPTER IV
Field Test and Evaluation of the Materials

Procedure

The modules were field-tested at Preston School and at the Youth Training School from November 1977 through July 1978. Four separate classes were taught by four different teachers, and several types of data were collected to evaluate the effectiveness and quality of these classes. These data will be described and, because some aspects of each class were unique, they will be described class-by-class. After describing general characteristics of the students, measures, and methods of data collection, specific comments about each class will be made, followed by a discussion of the overall evaluation results.

Test Clients

Wards involved in both academic and vocational courses were recruited as test clients (referred to hereafter as simply students or clients). A few weeks before the beginning of each class, lists of eligible students were compiled by research staff and the teachers, using school records. Eligibility was determined by three criteria: (1) students must have three to six months left of institutional stay prior to parole; (2) students must have at least a sixth-grade reading level; and (3) students must not be in a program that would restrict their attending class, such as being confined to maximum security units.

The rationale behind the first restriction was based on psychological theory as well as on practical concerns. It was believed that the course content would be more relevant to those who were about to be released to their communities than to those who still had many months of incarceration before them. Also, clients would tend to remember more from the course after release to parole if it were one of the last programs prior to release. Practically speaking, a short lag-time between finishing the class and parole was needed in order not to delay the followup research.

Regarding the sixth-grade reading level requirement, the feeling among teachers was that students who were functioning below sixth-grade

level could better spend their time in learning basic reading skills. Also, the resource materials, although low in reading content, still had some critical exercises requiring minimum reading skills.

Those students who fit the eligibility criteria were contacted and gathered in small groups, where research staff and the teacher described the job survival course to them and answered questions about it. Only those who volunteered to take the course were enrolled. Although precise figures were not kept, approximately 10-15% of those who were eligible to take the course and who had no conflicts in schedules did not volunteer to take it.

A total of 77 students volunteered for and began the four classes (21 in the first class,* 20 in the second, 17 in the third, and 19 in the fourth). All were work-aged students, ranging from 16 to 23. Ethnically, the classes were mixed, with 31 White, 21 Black, 21 Spanish-surnamed, and one Asian student.

Three of the classes took place at Preston School and one was held at Youth Training School. These schools have the two largest vocational training programs in the Youth Authority. Both have populations that are generally older (mean ages are both 19.6) and are more sophisticated in a delinquent sense than those of other facilities. Preston (population 359) is situated in northern California, while Youth Training School (population 711) is in southern California.

Measures

Several types of data were collected to evaluate the quality and effectiveness of each course. These included measures made during the progress of the class as well as measures of "real" job survival later, while on parole. Some measures were objective, some attitudinal, and some were more subjective and observational. Each of these measures are described below with the rationale for their use.

A needs-assessment interview was held with each student before the first class session. The interview format was identical to the

*Actually, of the volunteers for the first class, 10 were randomly assigned to a control group. Random assignment had to be abandoned, however, for reasons to be discussed later.

interviews given to assess needs in the parolee sample. To briefly summarize a longer description of the format given in Chapter II, respondents were asked to relate experiences, attitudes, and facts related to their actual job histories. Questions concerned experiences in job seeking, to assess skills in using job sources, contacting employers, completing job applications, interviewing for jobs; and job keeping, to assess skills in job habits, getting along with bosses and co-workers, knowing how to get further training, and related topics.

The reason for these pre-class interviews was to establish a benchmark of initial job survival functioning against which later performance could be measured. Need areas for each student were identified by this method, and the success with which the class met these needs could later be documented on an individual basis.

The Vocational Opinion Index* (VOI)* was administered to all students before and after taking the course. The VOI is a questionnaire designed to measure attitudes toward being working persons. Responses to 44 items (given on 5-point scales) allow the researcher to score each respondent on three dimensions, "attractions," "losses," and "barriers." "Attractions" are the perceptions of good things that come from working (income, lifestyle, independence); "losses" represent perceptions of what the person gives up by working (personal freedom, time to be with family, etc.); "barriers" are the obstacles that the respondent believes to be standing between him/her and working (fear of new situations and people, transportation problems, trouble in finding a job). For each dimension, an individual is scored either "O.K.," too negative (-), or too positive (+). The developers of the instrument felt that realistic attitudes toward work were most effective, and thus that scores on either extreme indicated potential problems in the actual working world.

By obtaining pre- and post-class VOI scores, research staff hoped to be able to measure the extent to which the modules improved negative attitudes, or alternatively, the extent to which overly optimistic attitudes toward work would be toned down.

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Related to the VOI in intent was the pre-post administration of a work involvement scale. This 15-item scale (Appendix E) had been pilot-tested in the parolee research (Chapter II). This scale was developed to measure the extent to which an individual's self-concept included being a worker. In other words, the scale was an attempt to explore the extent to which working behavior can be predicted by psychological constructs. Where the VOI items related to typical losses, barriers, and attractions, the work involvement items are stated in the first person and are meant to tap the importance to one's self-esteem to be working. The intent was to measure the extent and direction of shift as a result of the class.

Classroom visits were made by research staff at least three times during the approximately forty hours of each class's duration. Qualitative observations were made regarding the apparent preparation and thoroughness of the teacher and the reactions and receptivity of students.

Daily module evaluation forms (Appendix F) were completed by teachers to assess the adequacy of the materials throughout the course. After a few run-throughs of the course, the accumulated daily comments were then used to make revisions in the modules.

A student course and teacher evaluation form (Appendix G) was given to students at the conclusion of the course. This form was meant to measure "consumer satisfaction" in the product. By this method, student perceptions of the relative quality of the four classes were compared. Also, this measure was included to estimate the general receptivity of the entire Youth Authority ward population to the program.

A course content test, or "final exam" (Appendix H), was also given after each course, to see how much conceptual learning of the materials took place.

A parole followup interview guide (Appendix I) was used to get information about the initial 60-day period after release from incarceration. Although this short followup period is not enough time to evaluate ultimate community readjustment, it is the period which the needs assessment research indicated to be most critical to job survival. It was hoped that the course graduates would show more assertive and intelligent job-seeking behavior, and a better initial adaptation to jobs once they were found than the parolees interviewed in the needs assessment. The

followup interview format quantified these behaviors (e.g., number of contacts made with prospective employers, number of days on the job, etc.).

Results

Qualitative Description of the Classes

Presenting only the objective and quantifiable evaluation data would give an incomplete picture of what took place during the field test. Plans for a rigorous experimental design, with randomized control groups, had to be modified because of events beyond the control of research staff. A large attrition rate, caused by a variety of factors, affected all four test samples. These difficulties will be described before quantitative results are presented.

Class #1 began with 11 students in early Fall, 1977. An additional 10 persons who had volunteered for the class and been screened were carefully assigned to a control group through a stratified random technique. Specifically, the total sample of volunteers was stratified on the basis of age, ethnicity, reading level, and anticipated geographic area of parole before being randomly divided into the two groups.

The first break with experimental rigor took place during the second week of class meetings. During a routine monitoring visit to the class, research staff were surprised to see two control group clients sitting in the class. The teacher had apparently misunderstood the purpose of the control group and had used the group as a reserve pool for the class. There had been a few students who had dropped the class, and he had simply enrolled the two controls to replace the dropouts. Because of the small size of the control group to begin with, and because of the possible bias introduced by apparently enrolling the two most motivated control clients, the control group for this class had to be terminated.

The attrition rate for this, as well as for later classes, was high. At the end of the course, only five students had completed it. When it became clear that attrition had become a significant problem, research staff decided to interview all dropouts about their reasons for

leaving the class. In this, as in later classes, reasons were varied, and involved either institutional conflicts, behavior disturbances by the student himself, or perceptions by the student that the class no longer met his needs.

Of two students who dropped out during the first week of class, one had a scheduling conflict that had not surfaced during screening, and the other had a history of hyperactive and disruptive behavior which he quickly exhibited; he "dropped" at the urging of the instructor. Two students who dropped during the next two weeks were strongly suspected to be involved in gang activities. The informal word was that the two had been "pressured" out of taking the course by their own gang members because there were too many non-members enrolled. The two gave vague reasons for dropping, which tended to confirm suspicions of gang pressure. Another youth dropped because he switched to the food service lodge and thus had a schedule conflict, and one was hospitalized for knee surgery. Another student was restricted in "temporary detention" so often for behavior problems elsewhere in the institution that he finally was removed from the course. Finally, one person dropped after finishing half of the course, claiming that he had "learned all that he needed to know."

Staff notes of class monitorings and class records indicate that at least part of the attrition could have been prevented by a faster-paced class. Classes were frequently postponed, sometimes because of unavoidable institutional scheduling conflicts such as special events and faculty meetings. Also, the school administrator pointed out that since this was the first trial of the course, frequent delays were needed to allow the teacher to organize and plan for the course.

Class #2 started in early 1978 with 20 enrollees. After discussions with school administrators, assignment of a control group was not even attempted for this class, or for the remainder of the field test. Reasons for dropping the quasi-experimental design were philosophical as well as practical. School personnel felt that it was unfair to put interested and qualified students into a control group and thus deny them the opportunity to take the class. Practically speaking, it was becoming difficult to obtain enough volunteers who met the entrance criteria to assign half to a control group and still have reasonable sample sizes.

Exactly half of the 20 original enrollees completed the course. This high attrition rate occurred despite the fact that the instructor tried "contracting" with each enrollee to finish the course. Records and interviews indicate that, to the credit of this instructor, all attrition was externally produced: three students were transferred to another institution, three were suddenly given early paroles by the parole board, and four were confined for disciplinary reasons after the class began and finally had to be dropped.

Relative to the attrition rate, it should be pointed out that the lockups and disciplinary transfers out of the institution were for extremely serious behavior. For example, on one morning when research staff were to monitor a class session, over half of the students did not show. The instructor was notified by central security personnel that after receiving a tip about planned gang violence, an entire dorm was searched. Over 20 weapons were found among the 37 youths, and the entire unit was locked down pending further investigation. Another youth was absent one day because he was stabbed on the way to class. At the risk of sounding lurid, these examples are included to underline the fact that the institutions chosen for the field test deal with very difficult and serious offenders, who typically have had four or five prior contacts with the justice system before being committed to the Youth Authority. Stable test conditions are much more difficult to maintain, given this clientele, than among college sophomores or other more traditional groups that have been studied.

Class #3 started with 17 recruits and ended with nine graduates. Of the eight who did not finish, two quit the course at their own request, but the other six were all transferred from the institution to adult prisons. These six students were from a living unit designed for sophisticated and assault-prone delinquents. They were known members of prison gangs that had been involved in numerous violent assaults and stabbings which were accelerating in frequency during early 1978. Therefore, as part of a coordinated effort to head off further violence and gang activities, Youth Authority administration arranged transfers of a number of youths, among them these six Job Survival students, to adult correctional institutions.

The high attrition rate occurred in Class # 3 in spite of the fact that the pace of this class was energetic and the students appeared to be highly involved in class activities. For example, during one visit, a video-taped role-play exercise was observed in which the camera and replay work was being done by a student. We were told later that the three "actors" in the role-play had specifically requested, before class, to perform for us when they heard of our impending visit.

Class #4 started with 19 students and ended with 8. Of the 11 non-finishers, one dropped because of a transfer to a different living unit and was unavailable for classes, while the remaining ten were paroled before the end of class. Many of these parolees could have finished the course, if the planned schedule of completion had been kept.

Class #4 was run much differently than the previous three classes. All class participants were recruited from one living unit, and classes were held in the lounge area of the dorm in the afternoons, after students returned from their other classes and jobs. The class was taught by a living unit staff member who had been a certified teacher at one time. Both institutional and research staff were interested in seeing whether the materials could be effectively presented as part of the dorm counseling program, in contrast to the earlier three test classes which were run as part of the centralized school program.

In screening this group of students, the time-remaining criterion was shortened from a minimum of three months to a minimum of six weeks until parole, so that more students could qualify. The plan was for the course to be run in intensive sessions of between 1½ to 2 hours each, so that the entire course would be finished in one calendar month.

It became apparent soon after the course began that this intense schedule would not be met. Classes were not held each day, and ultimately the duration of the course stretched to 2½ months. A combination of factors led to this delay.

First, both the content and focus of the living unit program were being restructured during these weeks. Living unit staff were heavily involved in frequent meetings and training sessions which took time away from their running the job survival course. Classes sometimes were cancelled while staff were involved in planning sessions.

Partly in order to keep classes going during this period, a good share of the teaching duties were given to an inmate of an adult prison nearby whose work assignment was to assist this living unit. This inmate had been a public schoolteacher before his arrest. He seemed to be doing a good job with the modules, but his parole midway through the course shifted the teaching duties back to institution staff.

At this same point in the class, administrative transfers brought in a new dorm administration. Further delays in the class resulted until finally, staff compressed the last several lessons into a few days of intensive work, and research staff moved in to salvage data obtainable from the eight graduates.

In summary, two aspects of the running of the classes need to be stressed. First, plans for a research design with randomized experimental and control groups had to be dropped. A simple before-and-after design with no control group was adopted. Second, an attrition rate of about 50% developed because of unanticipated institutional difficulties. These two factors limited the types of tests that could be made of the data and the generalizability of results.

The literature on evaluation research indicates that these problems are not unique to this project. In fact, Weiss (1972) points out that problems such as attrition, shifting institutional priorities, and lack of experimental controls are typical; their absence would have been remarkable. Trying the materials in the two facilities serving the most serious of the Youth Authority's offenders was a severe test of the program, given the fact that security and safety must often take precedent over other activities.

Although it would have been preferrable, from the standpoint of research design, for controlled test conditions to have been maintained, the experience with the modules described here approximate the conditions within which Youth Authority education takes place. There was nothing sterile or clinical about the field test, yet as the next section indicates, the various types of data gathered from completers of the course provide an encouraging picture of the potential effectiveness of the program.

Quantitative Results

Statistics regarding each of the measures described in the Procedure Section of this chapter will be presented in the same order as described.

Unless otherwise indicated, all statistics were based on 26 students who completed the course and were available for posttesting.

The needs assessment interviews established that the total sample of test clients was comparable to the representative sample interviewed in the earlier parole research (Chapter II). For example, the mean age of parolees interviewed was 19.7 compared to 19.6 for the students. Ethnicity and parental employment histories were also similar to those of the earlier sample. The distribution of students' job difficulties resembled so closely that of the parolee sample that presentation of them here would be superfluous. One exception is worth noting; namely that reading levels of students were slightly higher than for parolees (mean 7.76 compared to 7.09). This was expected, since those in the lower ranges could not take the class. In short, although a potential source of bias was introduced by the fact that test clients were volunteers, it is difficult to find any systematic bias in the background characteristics or job histories of this group when compared with the carefully drawn representative sample of parolees.

Pre- and post-course scores on the Vocational Opinion Index (VOI) showed no significant changes over the period of the classes. Some students' opinions about the attractions to, barriers from, and losses from working became slightly more positive while some became slightly more negative; most showed no change from their original opinions.

Attitude changes, as measured by the work involvement scale, were not dramatic, but showed some significant shifts in a positive direction.

Sign tests (Freund, 1967) were performed to evaluate whether shifts on each item were statistically significant. Table 14 shows that responses to items 1 and 2 (finding and keeping a good job means a great deal to me; I have been bored and put off by work experiences, and I fear it happening again) were more positive after the class than before, at a level that approached statistical significance. On items 5 and 10 (I personally identify with working; it is too bad that time I spend on the job will cut into time I could spend doing other, more important things) positive shifts were statistically significant.

Table 14

Mean Ratings on the Work Involvement Scale

Before and After Job Survival Classes

Item	Pre-course	Post course	Significance[a] of Change
1. Job means great deal	3.4	3.8	*
2. Bored by work experiences	3.2	3.6	*
3. Much time and effort in job	3.1	3.4	
4. Never forgive myself if can't find and keep job	2.1	2.2	
5. Personally identify with working	3.0	3.4	**
6. Interests go along with work	3.1	3.2	
7. Job frequently on my mind	2.8	2.6	
8. Proud if do well on job	3.1	3.2	
9. Working is small part of life	3.4	3.2	
10. Time on job will cut into more important things	2.6	3.2	**
11. Eager to be working person	3.1	3.4	
12. Approach to jobs is intense	2.6	2.9	
13. Job means more than non-work activities	2.8	2.9	
14. Self-respect depends on work	2.7	3.0	
15. Time on job passes quickly	3.0	3.3	

[a]A non-paramatric sign-test was used to test significance. Total n = 26.

*$p < .10$

**$p < .05$

Comments by the teachers on the daily module evaluation forms revealed that there was substantial agreement that changes were needed in the modules. The teachers did vary in the number of comments they made, and, with one exception, there was a progressive decline in the number of comments on later modules.

Several teachers complained that some of the early reading material was well beneath the abilities of their wards. Because of the low reading abilities among much of the general Youth Authority ward population, it was decided to retain the lower reading level items. However, the instructor's record book was revised to include a note to instructors which suggested alternative reading material for wards with higher reading levels. These alternatives were included as options in the modules.

The quality and the realism of the cassette tapes elicited comments from several of the teachers. Some of the cassette tapes were felt to be unrealistic and others were viewed as depicting stereotyped characters or work situations. Teachers reported that the tapes which depicted realistic workers with real problems were well received by the wards.

The videotaping was evaluated as a highly effective teaching method. Students reportedly were motivated by the experience and learned a great deal from it.

The use of resumés was questioned by one teacher, but another felt that wards benefited from knowing about resumés. The modules were revised to include an alternative to resumé writing, which was the use of personal data sheets, as suggested by one of the teachers.

Overall, the multi-media nature of the modules was evaluated by teachers as effective and as well received by students.

Responses to the student course and teacher evaluation form (Table 15) show that students were generally very positive about the course. Almost all mean ratings of items are 3.0 or above, on a four-point scale, for all classes.

Considering the pronounced cynicism toward traditional academic subjects and the history of failure in school prevalent among Youth Authority wards, it is remarkable that almost all students in the sample should strongly recommend the course to others (Item #9).

Table 15

Mean Ratings of Student Evaluation Forms

Item	Class 1	2	3	4
1. Objective clear?	3.75	3.80	3.33	3.25
2. Assigned reading difficult?	1.00	1.00	1.66	1.50
3. Tapes helpful?	3.50	2.60	3.20	2.50
4. Video-taping helpful?	3.75	2.80	3.70	2.00
5. Course teach new job-seeking skills?	4.00	3.60	3.60	1.75
6. Course helpful in getting a job?	4.00	3.25	3.70	2.00
7. Course teach new ways to handle co-worker and supervisor problems?	3.50	3.00	3.60	3.00
8. Help deal with questions about arrest record?	3.50	3.37	3.20	2.00
9. Recommend this course to others?	3.50	3.00	3.37	3.33
10. Overall rating of course? (Scale 1-6)	4.25	4.25	5.00	3.25

Note. Students rated Items 1-9 on a 4-point scale and Item 10 on a 6-point scale.

Differences in means for "overall rating of course" (Item #10) correspond with the general impressions of the classes gained by periodic class observations. Class #3 received the highest overall mean rating (5.0 out of a possible 6.0), while the lowest was received by Class #4. These ratings might reflect the well organized and participatory teaching style observed in Class #3, while Class #4 might have received lower ratings because it became disorganized and was frequently interrupted due to program changes.

Responses to most other items confirm that students in Class #4 were the most critical of their experiences. For example, the mean response to whether the course would be helpful in getting a job (Question #6) was only 2.0 for Class #4, whereas the three other class means were above 3.0.

With the exception of some ratings in Class #4, the overall impression that these data give is that students were unusually positive toward the job survival program, and believed that the course would have practical value to them in their communities. This impression corresponds with remarks made by students and teachers to research staff about general ward attitudes toward the program. One teacher described how students would ask to take class materials back to their dorms to do extra work at night. Another described how a potential student who was slightly below the reading level criterion of 6.0 threatened to file a grievance if not allowed to take the class. (The student was admitted.) Students in one class described how grateful they were to have their own resumes as a result of the class. In sum, perhaps the most positive known outcome of the field-test is the students' real liking for the course.

The course content test (Appendix H) was designed to test students' knowledge, after completion of the course, of job-seeking and job-getting skills. Although a few questions were asked on the exam about job-maintenance skills, no adequate way was found to measure such job-maintenance skills as getting along with co-workers and getting to work on time, using paper-and-pencil tests.

An initial content test was pilot-tested with the first class, and, as a result, was substantially revised. Hence the test results from the first class are not comparable with the results from the later three classes, and consequently are not included here.

The correct answer for each item on the exam was scored +1 point each except for the sample application form. The application items were each given 5 points maximum. Points were allotted for correct responses, neatness and legibility. There were 70 points possible on the exam.

The mean scores for classes 2, 3, and 4 were 49.4, 55.5, and 60.4 points respectively. These means are not significantly different. The scores ranged from a low of 28 points (40%) to 70 points (100%), with the majority of the students in all classes passing the exam with 70% or better. These performances show that most students, after the classes, were reasonably proficient in written skills related to job survival. However, no claims can be made that the test predicts job survival in the "real world," even though the apparent, or face-validity, of the test is high.

Parole followup of students. Because attrition from the four classes was so high, research staff felt that a decision rule was needed about which of the students who originally enrolled in the course should be followed on parole. Completion of modules 2, 3, and 4 was set as the criteria for inclusion in the followup sample. The rationale was that Module 1 is only an introduction to the course, while the last four modules cover topics that are more applied. Although Module 5 (Job Maintenance Skills) is very important, research staff decided that including Module 5 dropouts would preserve a better sample size while ensuring that a major proportion of the course had been completed by those followed up.

As of this writing, there were 43 participants who met this criterion. Of this number, 20 were contacted by phone and interviewed according to the followup schedule (Appendix I). (One other ward was contacted but refused to be interviewed.) Of those not contacted, two were found to have been AWOL from parole, while four simply could not be reached after repeated attempts by research staff. Fourteen participants are still incarcerated due to unforeseen time-adds, while the remaining two have not been out long enough (60 days) for followup.

Of the 20 who have been interviewed, employment-related statistics are encouraging. Ten of the 20 were employed on the date of the interview, while five others were enrolled in school or training programs. Four of the remaining five had held jobs at some point during the 60 days. Individual reasons were given for these four job losses. One person moved and had to quit, one quit because he was not satisfied with his wage, and one because he was not given enough hours to work. One job ended in a lay-off because of a lack of work to do. In contrast to the parolees interviewed during the needs assessment phase (Chapter II), none of the course participants had been fired.

Mean time on parole before finding the first job was only 14 days. Ten of the first-jobs were full-time rather than part-time. The 14 persons used an average of four different kinds of job sources in finding work. The mean hourly wage earned during the time spent on first-jobs after parole for the 14 was $4.17. Although several of these jobs were paid at the federal minimum wage, three of the 14 were notably higher. These were earned by a house painter, at $9.90 per hour; a welder, at $8.00 per hour;

and a landscaper, at $5.70 per hour. These last job titles are also notable in that they represent skilled trades. A few of these parolees, without prompting, directly attributed their job success to the job survival course. Several others volunteered that the course had been very helpful.

Because these parolees were on the job market during a different time period than the needs assessment parolees (Chapter 2), and because of the possible bias introduced by the selection of class participants, readers are cautioned against comparing employment statistics presented in this section to those in Chapter 2. Also, since both the number of participants interviewed and the length of parole exposure are small, follow-up data have to be taken as case histories rather than as a "sample."

After six months on parole, information on the community adjustment and employment of participants will again be gathered through the Youth Authority's computerized information system. These data will be made available to interested readers upon request.

CHAPTER V
Conclusions

Broadly speaking, all six of the project objectives stated in Chapter I have been achieved. Specifically: (1) the most critical job survival skills problems facing parolees were identified in the needs assessment research; (2) instruments to identify potential problem areas were developed; (3) existing educational materials were identified through a nationwide search; (4) a modularized job survival skills curriculum was developed and field-tested; (5) an evaluation of its effectiveness was conducted; and (6) suggested modifications were made in the curriculum.

Notwithstanding, some parts of the project were more successful than others. Both the method and results of the needs assessment research (Chapter II) are, to our knowledge, unique in the field. They can be applied by other social service agencies in various solutions to problems of unemployment among disadvantaged populations.

Using results of this research, a curriculum was carefully constructed through the joint efforts of a nationally respected consulting firm, Youth Authority research staff, and educational staff having daily contact with the client population. The product that was produced through this cooperative effort met every criterion that had been set to ensure its successful use in the classroom.

Efforts to maintain reasonably stable numbers of clients and somewhat controlled research conditions, however, were not successful during the field-test phase of the project. For reasons described in the previous chapter, no control group was generated and attrition from the classes was high. Still, some very positive statements about the modules can be made, and their ultimate effectiveness may still be proved.

First, it is clear that the course was well received by students. Course ratings and other observations documented a very positive feeling toward the course by students. Almost none of the attrition was due to student dislike of the course.

Second, there were some statistically significant attitude changes during the course. Two attitudes which were markedly improved were the

extent to which students identified with working, and their expressed willingness to spend time working rather than in other activities.

The most impressive finding would have been that the job survival skills modules improved the employment rate of participants compared with controls. Because of the small sample size, lack of a control group, and short followup period, the latter conclusion cannot be made at this time. There is nothing in the followup data to suggest that the program had no impact on clients, and, in fact, the data look very encouraging so far. But an unqualified validation of the effectiveness of the materials will have to wait for later field applications.

All the elements for a more complete validation of the materials have been developed and piloted during this relatively short project period. The complete curriculum, pre- and post-measures, and a followup data gathering system are ready for any future use. Based on results available at this point, the materials are popular and promising enough so that we can recommend a more complete implementation of the curriculum to this and to other interested agencies.

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APPENDIX A

JOB SURVIVAL SKILLS

Parolees Interview Data Sheet

1. Demographics

Y.A.# _ _ _ _ _ _ Name _____

Age: _____ Ethnicity: 1 = White 2 = Black 3 = Spanish surnamed
4 = Asian 5 = Native American 6 = Other

Parole area: _____.

Living situation: _____ (Parents, Foster-parents, Group home, Independent, etc.)

Length of time currently out on parole (mos.) _____.

Institution of last stay: _____.

Type of program at last institution: a) Vocational b) Vocational and Academic c) Academic d) Other (specify)_____.

If Vocational, what type of training? _____.

How long in this vocational training? _____.

Any type of survival education or pre-release program? Yes/No If yes, describe briefly:_____

Any certification of competence received?_____.

If yes, what type of certification?_____.

Reading level (fr. OBITS)_____. I-level (OBITS)_____.

Present employment status: 1) Employed 2) Unemployed 3) Student or trainee
4) Other (specify) _____.

If not currently working, dates of last job: from_____ to _____.

Job title or duties of current/last job _____.

Wage of current/last job: _____.

Are parents usually employed? Yes/No Comment:_____.

Usual job title of major wage-earner in family_____.

Has your family ever had to get public assistance (welfare, food stamps, etc.), of some kind, in order to get along? Yes/No Comment:_____.

II. Job Acquisition and Retention

Acquiring current/last job:

- Opening learned of through a) Family or friend contacts b) Want ad or notice of opening c) Parole agent d) State Employment or other public agency e) Self-initiated contact (call, stopped in, pounded the pavement, etc.) f) Private Job Agency g) other _____.

- Job application required? Yes_____ No _____.

- Any problems in completing application? (Refer to key below) 0 1 2 3

  If yes, Problems were in: a) reading or understanding b) knowing how to present self, job history, etc., in positive way c) knowing how to respond to questions about offense record d) other (specify) _____
  _____.

- Was Interview given? Yes_____ No_____.

  Any problems in interview? 0 1 2 3
  If yes, problems were in: a) being too nervous b) feeling inadequate in terms of looks, race, grooming, etc. c) understanding questions of interviewer d) being able to state answers about self, experience, etc., in a positive way 3) Other (specify) _____
  _____.

- Is it usually a problem to get jobs that you really <u>want</u> (rather than jobs that you have to take but don't really want)? 0 1 2 3

- Have you ever lost a job? Yes _____ No _____.

  If yes, Circumstances behind losing it: a) lay-off due to "natural" circumstances (lack of funds, position phased out, etc.) b) lay-off suspected to be because of dissatisfaction with employee or problems on job c) fired due to stated dissatisfaction with employee d) fired on the spot due to insubordination, fighting, AWOL, etc. e) Other (specify)_____.

Key: 0 = N/A or no response, 1 = is not a problem; 2 = some problem;
3 = Marked or severe problem.

- Why does respondent usually quit jobs?
  a) doesn't like the work b) doesn't like bosses or co-workers c) doesn't like the pay d) can't conform to schedule e) to take better jobs
  f) other (specify) _____.

- Under what circumstances would respondent tell potential or actual employer about ex-offender status? a) On job application, or during interview, before job was secured b) after employee feels more secure with boss and job c) never

- Knowledge of employee rights and procedures in case of unfair layoff, bad treatment, etc. 0 1 2 3 (See scale on page 2.)

- Knowledge of rights and procedures in case of discrimination.
  0 1 2 3

- Relates actual experience in having to use this knowledge (of either of these two above) in past job situation. Yes____ No____.
  If Yes, describe briefly: _____
  _____.

III. Human Relations Skills

- Prefers working alone or with others? _____.

  Reason, if "alone": a) don't like people or can't trust people. b) can't get along with others, fights or arguments result. c) can work faster, more efficiently, etc., alone d) Simply reports being happier "alone" (fits personality style) e) other (specify) _____.

  Reason, if "with others": a) likes other people and associating with them b) needs other people and their help (implies that person is dependent or doesn't trust self) c) can work more efficiently with others d) Other (specify)_____.

Current or past interpersonal relationships with co-workers: 0 1 2 3

- Usual response to any problems with co-workers: a) ignored problem or tried not to acknowledge it b) got angry, but sulked, or walked off job, went home sick, etc. c) confronted co-worker in aggressive, hostile way d) confronted or responded to co-worker in appropriate (perhaps assertive but non-hostile) way e) took the problem to the boss f) other _____

_____.

Current or past interpersonal relationship with supervisor: 0 1 2 3

- Usual response to any problems with supervisor: a) ignored problem or tried not to acknowledge it b) got angry, but sulked, or walked off the job, or went home sick, etc. c) confronted boss in aggressive, hostile way d) confronted or responded to boss in appropriate (perhaps assertive but non-hostile) way e) took the problem to the boss f) other _____

_____.

- Do outside problems have adverse affects on performance on the job (such as "a bad night") on the next day's work? 0 1 2 3

- Do problems at work have adverse effects on life outside work (such as "a bad day at work" on that night at home)? 0 1 2 3

- Are friends working? none/some/most/all

- Are friends' attitudes toward work generally: a) very negative b) will tolerate work when necessary c) positive toward work

- Are parents' attitudes toward work generally: a) very negative b) will tolerate work when necessary c) positive toward work

IV Self-investigation and Evaluation

- Prefers to work with: head/hands/no preference.

- Prefers to work: indoors/outdoors/no preference.

- General attitude toward work: a) very negative b) will tolerate work when necessary c) positive

- Is respondent able to state reasonable-sounding options to deal with a job situation in which he is unhappy or dissatisfied? 0 1 2 3

V. Personal-societal Responsibilities

- Consequences of unemployment: a) No problem; would gladly get assistance from family or from public sources (welfare, YA, etc.) b) don't like to be unemployed, and would turn to other assistance reluctantly c) now in school or training, and plans to go off of family or public financial dependency after this d) other _____.

- Has respondent had trouble with safety rules on the job?

  Yes____ No____ N/A____

- Awareness of safety rules: 0 1 2 3

- Attitudes toward safety rules: positive/negative/neutral or doesn't care.

- Attitudes toward grooming on the job: positive/negative/neutral.

- Problems on the job due to grooming? 0 1 2 3

VI. Education/Career Opportunities

- Aware of skills or training needed to attain desired job or promotion?
  0 1 2 3

- Aware of resources where these can be acquired? 0 1 2 3

- Aware of past experience, training, or talents that could be drawn on in work setting? 0 1 2 3

Suggestions:

Job survival skills that are most important for others to acquire:

Training that could/should be offered by YA.

APPENDIX B

11 February 1977

Dear Colleague:

The California State Department of the Youth Authority (CYA) has contracted with the American Institutes for Research (AIR) to design a series of instructional modules in Job Survival Skills for the training of youthful offenders. A basic strategy we are attempting to employ in producing these modules is to organize a selected number of the many existing commercially produced and publicly available materials into a systematic program of instruction related to the topic area.

While the major emphasis of AIR's project involvement will be on the development of a system for using already available instructional materials, it is also vitally important to identify successful instructional methods for the implementation of these materials. AIR hopes to identify a variety of instructional methods, programs or approaches which have been used successfully with youth who could be classified as disadvantaged (economically or educationally), drop-outs, or individuals adjudicated as delinquents (youthful offenders). The focus of these programs might be on helping target youth and young adults to: assess personal characteristics, assess their educational needs, and develop skills in job seeking, job maintenance, interpersonal relationships, and personal management. We are looking for programs which have been in operation for at least one year, have been demonstrably beneficial to participants (i.e., have evaluation results available), and which could be used, with some modification, in another setting.

In April 1977, AIR will deliver to the Youth Authority a "prescriptive catalog" describing commercial and public domain materials and instructional programs or approaches aimed at helping youth with needs similar to those of CYA wards learn job survival skills. If you are connected with, or familiar with, a program or set of materials which would be useful to us in this search, please complete and return the attached form. Also, if you can suggest additional contacts, please do so.

Your cooperation and prompt reply will be greatly appreciated.

Sincerely,

Eilen A. Stewart

Eilen A. Stewart
Project Director

Nomination Form

I. Identification

A. Title of program, course or materials being nominated: _____

_____

B. Location (if materials, give publishers) _____

_____

C. Person to contact for more information: _____
Name

_____
Title Street Address

_____
City State Zip Code

II. Purpose

A. Please check those skills which apply to the major focus of the program/material you are nominating.

Skills in:

____ examining personal characteristics
____ assessing educational needs
____ examining opportunities in the world of work
____ making career and life decisions
____ seeking a job
____ getting a job
____ maintaining a job
____ entering or re-entering the job market
____ managing personal finances
____ Other (please specify) _____

_____

_____

III. Target Population

A. Material/program is intended for use with students in:

____ elementary grades (1-6)
____ junior high grades (7-9)
____ senior high grades (10-12)
____ junior college, college, or university

IV. Transportability

A. What is the approximate average total per client cost of the program/ materials (including administrative and instructional materials)?

$_____ per client

B. Where do the majority of activities take place?

____ classroom

____ community facilities

____ business or industry facilities

____ other (please specify) _____

C. What is the average number of hours participants spend on the program or materials?

Please return the form, along with available documentation to:

Ms. Ellen Stewart
Youth Development Research Group
The American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

_____
Your Name

_____
Title

Thank you.

APPENDIX C

Criterion Checklist for Assessing Instructional Resources
Collected for the CYA Job Survival Skills Program

A. TARGET POPULATION

1. Degree of specificity by which target population is identified.

1	2	3	4	5
Target population is not specified		Specifies grade level and approximate age of intended target population		Specifies exact age, grade, and need levels

2. Appropriateness of reading skills required.

1	2	3	4
Requires college level reading ability	Requires 10th-12th grade level reading ability	Requires 7th-9th grade level reading ability	Requires 4th-6th grade level reading ability

3. Appropriateness of learning style required.

a.

1	2	3	4	5
Majority of lessons require only passive participation by students (e.g., lecture, silent reading)		Lessons requiring some passive participation and some active involvement are interspersed		Majority of lessons require active student participation

b.

1	2	3	4	5
Requires 100% of work to be done independently outside of class		Requires 50% out of class, 50% in class work		Requires 100% in class activity

B. CONTENT FOCUS AND COVERAGE

1. Extent of coverage of each of the nine skill areas.*

	1	2	3	4	5
a.	Does not cover any skills related to (a)		Covers at least two skills related to (a)		Covers four or more skills related to (a)
b.	Does not cover any skills related to (b)		Covers at least two skills related to (b)		Covers four or more skills related to (b)
c.	Does not cover any skills related to (c)		Covers at least two skills related to (c)		Covers four or more skills related to (c)
d.	Does not cover any skills related to (d)		Covers at least two skills related to (d)		Covers four or more skills related to (d)
e.	Does not cover any skills related to (e)		Covers at least two skills related to (e)		Covers four or more skills related to (e)
f.	Does not cover any skills related to (f)		Covers at least two skills related to (f)		Covers four or more skills related to (f)

*The nine skill areas are: (a) examining personal characteristics, (b) assessing educational needs, (c) examining opportunities in the world of work, (d) making career and life decisions, (e) seeking a job, (f) getting a job, (g) maintaining a job, and (h) managing personal finances.

g. 1 2 3 4 5

Does not cover any skills related to (g)	Covers at least two skills related to (g)	Covers four or more skills related to (g)

h. 1 2 3 4 5

Does not cover any skills related to (h)	Covers at least two skills related to (h)	Covers four or more skills related to (h)

C. INSTRUCTIONAL GOALS AND OBJECTIVES

1. Adequacy of goal statement

1 2 3 4 5

Goal not specified	Goal statement is written but does not clearly communicate desired impact of instruction	Goal statement communicates the desired impact of instruction clearly and briefly

2. Amount of instructional time devoted to each of the nine skill areas.

a. 1 2 3 4 5

Less than one instructional hour devoted to skills in (a)	Four to five instructional hours devoted to skills in (a)	Eight or more hours devoted to skills in (a)

b. 1 2 3 4 5

Less than one instructional hour devoted to skills in (b)	Four to five instructional hours devoted to skills in (b)	Eight or more hours devoted to skills in (b)

c. 1 2 3 4 5

Less than one instructional hour devoted to skills in (c)	Four to five instructional hours devoted to skills in (c)	Eight or more hours devoted to skills in (c)

	1	2	3	4	5
d.	Less than one instructional hour devoted to skills in (d)		Four to five instructional hours devoted to skills in (d)		Eight or more hours devoted to skills in (d)
e.	Less than one instructional hour devoted to skills in (e)		Four to five instructional hours devoted to skills in (e)		Eight or more hours devoted to skills in (e)
f.	Less than one instructional hour devoted to skills in (f)		Four to five instructional hours devoted to skills in (f)		Eight or more hours devoted to skills in (f)
g.	Less than one instructional hour devoted to skills in (g)		Four to five instructional hours devoted to skills in (g)		Eight or more hours devoted to skills in (g)
h.	Less than one instructional hour devoted to skills in (h)		Four to five instructional hours devoted to skills in (h)		Eight or more hours devoted to skills in (h)

3. Availability of student-oriented objectives

1	2	3	4	5
No written objectives are available		Student-oriented objectives are written for program participants <u>as a group</u>		Student-oriented objectives are developed for each student.

4. Understandability of available objectives from the student's viewpoint

1	2	3	4	5
None of the objectives are written at an appropriate reading level for CYA wards		Some of the objectives are written at an appropriate level for CYA wards, and some would require instructor interpretation		All objectives are written at an appropriate reading level for CYA wards to understand independent of instructors

5. Behavioral quality of available objectives

1	2	3	4	5
Objectives are not written		Objectives specify two of the four elements*		Objectives specify all four elements

6. Relevance of available objectives to the nine skill areas

1	2	3	4	5
None of the objectives relate to any of the nine skill areas		Approximately one-half of the objectives relate to one or more of the skill areas		All of the objectives relate to one or more of the nine skill areas

7. Relevance of available objectives to the instructional methods and products

1	2	3	4	5
None of the objectives are keyed to appropriate methods and products		Approximately one-half of the objectives are keyed to appropriate methods and products		All objectives are keyed to appropriate methods and products

8. Availability of test items and exercises to be used in pre- and post-test assessment of student achievement of objectives.

1	2	3	4	5
No test items are provided		Pre- and post-test items are provided but without information on their validity		Pre- and post-test items which have been validated are provided

* Elements include: (1) the target audience; (2) the behavior to be performed; (3) the conditions under which the behavior will be performed; and (4) the degree to which the behavior will be performed.

D. LEARNING REQUIREMENTS RELATED TO CYA WARDS' SKILLS AND INTERESTS

1. Amount of individualized reading required

1	2	3	4	5
Requires more than 75% of instructional hour to be spent on individualized reading		Requires 50% of each instructional hour to be spent in individualized reading		Requires under 25% of each instructional hour to be spend in individualized reading

2. Appropriateness of interest level of the instructional methods and products

1	2	3	4	5
Probably would not be of interest to students with concerns and needs similar to those of CYA wards		Some would probably be of interest to students with concerns and needs similar to those of CYA wards		Probably would be highly stimulating to students with concerns and needs similar to those of CYA wards

3. Appropriateness of instructional time required

1	2	3	4	5
Rigidly structured so as to necessitate too much instructional time for each unit or section				Flexibly structured to facilitate division into more manageable units

E. INSTRUCTIONAL METHODS, MATERIALS, AND CONDITIONS

1. Cost of materials (administrative and instructional)

1	2	3	4	5
Over $1,000 per skill area		$500 per skill area		Less than $100 per skill area

2. Quality of direction for instructional staff

1	2	3	4	5
No instructor's manual is provided		Instructor's manual is provided but directions are not clear and complete		Instructor's manual is provided with clear and complete directions

3. Amount of time provided for individualized instruction (in groups with student: teacher ratio of 10:1 or less)

1	2	3	4	5
No time provided for individualized instruction		Provides time for instructor to work with a few students individually		Provides time for instructor to work with each student individually

4. Special instructional conditions required

1	2	3	4	5
A unique learning setting is required that is not possible for the CYA program		Some of the required learning conditions would not be possible for the CYA program		Required learning conditions are very appropriate for the CYA setting

F. COST-EFFECTIVENESS INFORMATION

1. Availability of evaluation results

1	2	3	4	5
No evaluation of materials was conducted		Evaluation results focus on student performance outcomes related to program objectives		Evaluation results are available for student performance outcomes with specific materials

2. Availability of cost-benefit results

1	2	3	4	5
Evaluation results are not related to instructional and administrative costs				Information is provided relating impact results to instructional and administrative costs

G. ADDITIONAL VARIABLES FOR EVALUATION

1. Extent of sex bias

a. Are pronouns non-sex biased (e.g., she/he, his/her) ____ yes ____ no

b. Are both men and women pictured or described throughout the material?

____ yes ____ no

c. Are men and women pictured or described in similar roles? ____ yes ____ no

2. Extent of ethnic/cultural bias

   a. Are people from a variety of ethnic groups pictured or described throughout the material?
   ____ yes ____ no

   b. Are people from a variety or ethnic groups pictured or described in similar roles?
   ____ yes ____ no

3. Extent of job bias

   a. Do materials cover both blue collar and white collar jobs?
   ____ yes ____ no ____ not applicable

   b. Do materials cover jobs that could realistically be found in urban settings?
   ____ yes ____ no ____ not applicable

4. Equipment required for use with materials (check those which apply)

a. ____ film projectors
b. ____ tape recorders
c. ____ overhead projector
d. ____ film-strip viewing equipment
e. ____ video-tape equipment
f. ____ computer terminal
g. ____ other (describe)

APPENDIX D

MODULE ONE

MOTIVATION/ORIENTATION TO JOB SURVIVAL SKILLS

Program Goal: To orient students to the Job Survival Skills Program and to help them begin to examine opportunities in the world of work.

Area 1 - General Overview of the Program and the Skills Involved

Area Goal: The goal of this area is to give students a general overview and understanding of the entire Job Survival Skills Program.

Performance Objectives: 1. Students will be able to state the purpose of the Job Survival Skills Program and what they hope to gain from participating in it.

Achievement of this objective requires students to give a brief response describing: (1) the purpose of the Job Survival Skills Program, and (2) what they hope to gain from participating in the Program. The response may be written or oral (to the instructor directly, or into a tape recorder).

Acceptability of the response will be determined by the instructor, who will certify that it contains parts (1) and (2); and that the purpose stated in part (1) corresponds to the purpose described in the module.

Area 2 - Examining Opportunities in the World of Work

Area Goal: The goal of this area is to help students examine opportunities in the world of work.

Performance Objective:

1. Students will be able to state two jobs they would like to work at, chosen from among those presented in the module.

   Achievement of this objective requires students to briefly describe (1) two jobs they would like to work at; and (2) why they would like to work at each job. The description may be written or oral (to the instructor directly, or into a tape recorder).

   The instructor will certify that the description contains elements (1) and (2) specified above, and that the jobs are among those presented in the module.

MODULE TWO

MATCHING VALUES, SKILLS, AND INTERESTS TO JOBS

Program Goal: To acquaint students with the importance of using self exploration as a basis for making career decisions.

Area 1 - Examining Personal Characteristics

Area Goal: The goal of this area is to help students identify and examine their job-related interests so that they can select career options to explore which are most closely related to their personal characteristics.

Performance Objectives:

1. Given a Work Interest Inventory, students will be able to complete the inventory items, score the results according to directions and identify orally or in writing two work areas of interest to them as indicated by the results.

   Achievement of this objective requires students to complete, score, and chart as directed the Work Interest Inventory provided in the Janus Job Planner workbook. Using the chart developed from the inventory results, students will identify, orally or in writing, the two work areas in which the greatest interest has been indicated.

   Achievement of the objective will be determined by the insructor who will certify that the student has (1) completed all items on the inventory, (2) scored the inventory correctly and graphed the results on the chart provided, and (3) has correctly identified from his/her chart the two work areas in which the greatest interest has been indicated. Task (3) may be accomplished orally or in writing.

2. Students will be able to identify at least one job they would like to explore for each of the two work interest areas listed in Objective 1 and explain how those jobs fit with their interests.

   Achievement of this objective requires students to (1) review a list of jobs organized by work interest categories, concentrating on the two categories identified in Objective 1; (2) select one job in which they have an interest from each of the two categories; and (3) list at least three characteristics of each job that indicate how it fits with their work interests.

   Achievement of this objective will be determined by the instructor who will certify that the student has (1) chosen one job for each category, and (2) listed for each job three characteristics that indicate the relationship between the specific job and the interest area.

MODULE THREE

JOB SEEKING SKILLS

Program Goal: To help students develop a variety of job-seeking skills, including locating and using sources of job information, and developing a resume and letter of application.

Area 1 - Locating and Using Sources of Job Information

Area Goal: The goal of this area is to help students develop skills in locating and using sources of job information.

Performance Objectives:

1. Students will be able to state three sources of job information and describe one advantage and one disadvantage of each.

   Achievement of this objective requires students to list three sources of job information; and then to briefly describe at least one advantage and one disadvantage of using each source. The three sources listed, and the advantages and disadvantages, should come from among those discussed in the module. Students may achieve this objective in writing, orally to the instructor, or orally into a tape recorder.

   The instructor will certify that the three sources are among those discussed in the module, and that the student has described one advantage and one disadvantage of using each (also from those discussed in the module).

2. Students will be able to define commonly used classified ad abbreviations likely to be found in newspaper help wanted sections.

   Achievement of this objective requires students to write correct definitions for seven of ten classified ad abbreviations discussed in the module.

   The instructor will certify that the student has correctly defined seven of the ten abbreviations. Students who do not correctly define seven abbreviations on the first try may study the appropriate section of the module and try again with ten different abbreviations. The instructor will tell students the correct definitions for any abbreviations they do not define correctly.

3. Students will be able to report on one occupation of interest to them.

   Achievement of this objective requires students to research the occupation in the Occupational Outlook Handbook and give a brief (less than five minutes) oral report on it. The report should include: (1) a description of at least two tasks performed by people in the occupation; (2) a description of the education,

training, or other requirements necessary for working in the occupation; and (3) a description of the employment outlook for the occupation. The oral report may be given to the entire class, to the instructor individually, or into a tape recorder.

Students may write their reports if they do not want to give them orally. The instructor will certify that the report contains parts (1), (2), and (3) specified above, and that the information in each part is accurate (e.g., comes from the most recent available edition of the Occupational Outlook Handbook).

*Area 2 - Developing a Resumé

Area Goal: The goal of this area is to help students develop skills in putting together a resume and letter of application.

Performance Objectives:

1. Students will be able to describe at least three skills they have acquired in their present institutional setting or elsewhere which they could include in either the "education" or "work experience" sections of a resume.

   Achievement of this objective requires students to briefly describe three or more skills they have acquired in their present institutional setting or elsewhere which they could include in the "education" or "work experience" sections of a resumé. The description may be written (in class or as homework) or oral (to the instructor or tape recorded).

   To prepare for achieving this objective, students will be given a "homework assignment" to think about the academic and vocational courses they have taken, and any work experience they have acquired (in any setting); and to choose at least three skills acquired from those experiences, which they would include in their resumé. As part of this "homework assignment," students should either write down the description of their three skills, or should prepare in their minds the way they will describe the skills orally the next day. If they give an oral description, they may use written notes if they like.

   The instructor will certify that each student has met the requirements of the objective as specified above.

2. Students will be able to prepare a resume describing their education, work experience, and other information typically included in a resume.

   This objective may be achieved through either of the following procedures.

   a. Achievement of this objective requires that students complete the sample resume form on pages 120-121 in the Occupational Essentials student workbook.

   b. Achievement of this objective requires students to develop a resumé for themselves following the format of the sample resumé given on page of the module.

   If there are any sections for which students feel they cannot provide information (e.g., Work History, because they have never held a job), students and the instructor will agree upon an alternative to that section (e.g., titling that section "Work-Related Experience" and listing such things as "built wooden bookcase in carpentry

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*Optional activities for this unit are provided. See page 18, (Optional) Area 2 - Developing a Personal Data Sheet.

class"). The Work History section may include jobs held in their current institutional setting (e.g., working in the facility cafeteria) or elsewhere; and the section on education may include training acquired in their current setting or elsewhere.

The instructor will certify that students have completed their own resumés neatly and completely. The instructor and student will discuss any sections which the instructor feels are messy, incomplete, or unclear (e.g., work duties are not described in detail); and the student will make any mutually agreed upon revisions.

3. Students will be able to develop a personal data sheet which can be used as a reference when completing resumés and job application forms.

   Achievement of this objective requires students to design a personal data form in a format of their choice, but which must include space and headings for: (1) home address and telephone number, (2) social security number, (3) date and place of birth, (4) education, (5) work experience, and (6) names and addresses of three references. Students must then fill in the information requested on the form.

   Achievement of this objective will be determined by the instructor who will certify that: (1) the form is neat and legible, (2) that headings are present for each of the six items mentioned above, and (3) that all items have been filled out completely.

4. Students will be able to write a letter of application to accompany their resumé when applying for a specific job.

   Achievement of this objective requires that students pretend they are responding to a newspaper ad for a specific job that interests them. They should write a letter of application responding to the ad, following the format outlined on pages 105-108 in the student workbook for Occupational Essentials. The letter should include all of the sections contained in the sample letter form on p. 108, and should be written neatly (or typed if possible) and contain no misspelled words or grammatical errors.

   The instructor will certify that the student's letter contains all of the sections contained in the sample letter form on p. 108 in the Occupational Essentials student workbook. Unless students have access to actual newspaper ads and can pick a real ad to respond to, they will probably have to make up the name of the company and the specific job they are applying for. The instructor and student will discuss any sections of the letter which the instructor feels are incomplete or inappropriate (e.g., if the past work experience the student describes does not relate to the job for which she/he is applying).

   The student and instructor will also discuss any sections which the instructor feels are messy, or which contain misspelled words or grammatical errors. The student and instructor will agree on any revisions which the student should make, and the student will rewrite the letter as necessary and submit it to the instructor

for final approval.

(Optional) Area 2 - Developing a Personal Data Sheet

Area Goal: The goal of this area is to help students develop skills in compiling a personal data sheet which they might use in completing application forms and developing a resumé.

Performance Objectives:

1. Students will be able to describe at least three skills they have acquired in their present institutional setting or elsewhere which they could list in either the "education" or "work experience" sections of a personal data sheet.

   Achievement of this objective requires students to briefly describe three or more skills they have acquired in their present institutional setting or elsewhere which they could list in either the "education" or "work experience" sections of a personal data sheet. The descriptions may be written (in class or as homework) or oral (to the instructor or tape recorded.)

   To prepare for achieving this objective, students will be given a "homework assignment" to think about the academic and vocational courses they have taken, and any work experience they have acquired from those experiences which they would include on a personal data sheet. As part of this "homework assignment," students should either write down the description of their three skills, or should prepare in their minds the way they will describe the skills orally the next day. If they give an oral description, they may use written notes.

   The instructor will certify that each student has met the requirements of the objective as specified above.

2. Students will be able to develop a personal data sheet which can be used as a reference when completing resumés and job application forms.

   Achievement of this objective requires students to design a personal data form in a format of their choice, but which must include space and headings for: (1) home address and telephone number, (2) social security number, (3) date and place of birth, (4) education, (5) work experience, and (6) names and addresses of three references. Students must then fill in the information requested on the form.

   Achievement of this objective will be determined by the instructor who will certify that: (1) the form is neat and legible, (2) that headings are present for each of the six items mentioned above, and (3) that all items have been filled out completely.

MODULE FOUR

JOB GETTING SKILLS

Program Goal: To provide students with opportunities to practice the skills needed in applying and interviewing for jobs.

Area 1 - Contacting Prospective Employers and Filling Out Application Forms

Area Goal: The goal of this area is to help students learn and practice skills in applying for jobs.

Performance Objectives:

1. Students will be able to list at least three items of information to obtain when arranging for an interview.

   Successful achievement of this objective will be determined by the instructor and will be based on student responses on a quiz consisting of fill-in-the-blank and true/false questions. The quiz will cover the lessons in Module Four, Area 1. Students will have achieved this objective if they can correctly answer 3 of the 4 questions relating to arranging for an interview. (The quiz and answer key are provided at the end of this Module.)

2. Given a list of 25 terms commonly found on employment application forms, students will be able to correctly match at least 80% of the terms with their meanings.

   Achievement of this objective will be determined by the instructor who will certify that the student has correctly matched at least 20 of the 25 terms to the proper definitions. The list of terms and the definitions to which they are to be matched will appear on a quiz covering Module Four, Area 1. (An answer key is provided in this Module.)

3. Students will be able to legibly and neatly complete at least two out of four employment application forms presented in the Module.

   Achievement of this objective requires students to fill out two application forms selected by the instructor from among those provided in My Job Application File (Janus Publishers). The instructor will select four forms. The student will be allowed four attempts to complete any two of the four to the satisfaction of the instructor.

Area 2 - Participating in the Job Interview

Area Goal: The goal of this area is to help students learn and practice skills needed for participating in an employment interview.

Performance Objectives:

1. Given the scripts of two job interviews and a List of Rules for Interviewing, students will be able to correctly identify, with at least 80% accuracy, which rules were followed or broken by each interviewee.

   Students will be given: (1) copies of two interview scripts, (2) a list of Rules for Interviewing, and (3) an answer sheet. Achievement of this objective requires students to correctly identify at least 80% of the rules each interviewee follows or breaks. The answer sheet will consist of multiple choice questions keyed to each interview script.

   Achievement of this objective will be determined by the instructor who will certify that the student has correctly answered at least 80% of the multiple choice questions. An answer key is provided in the Module.

2. Students will participate in a simulated interview and evaluate the strengths and weaknesses of their performance.

   Students will work in teams of three to four, and will take turns playing the roles of interviewer, interviewee, and observer. The instructor will provide the interviewer with a list of questions to use in the interview. The observer(s) will evaluate the performance of the interviewee using an assessment checklist provided in this Module. Using the same assessment checklist, the interviewee will evaluate his or her own performance.

   Achievement of this objective will require students to: (1) participate in a simulated interview, playing the role of the interviewee; (2) discuss with team members the observer's evaluation of their performance; (3) fill out a self-rating form on their performance; and (4) discuss with the instructor or write a brief paragraph on what they learned from the simulation that will be helpful to them in a real interview situation.

MODULE FIVE

JOB MAINTENANCE SKILLS

Program Goal: To provide students with opportunities to learn and practice job maintenance skills, with primary emphasis on solving on-the-job conflicts.

Area 1 - Communicating and Cooperating with Co-workers and Supervisors

Area Goal: The goal of this area is to help students learn and practice skills in communication necessary for getting along on the job, understand the importance of meeting one's responsibilities, and explore various means of solving on-the-job conflicts.

Performance Objectives:

1. Students will be able to describe one on-the-job conflict with co-workers and at least one method which can be used to resolve it.

2. Students will be able to describe one on-the-job conflict with supervisors and at least one method which can be used to resolve it.

   Students working in teams of two to four will role play conflict situations for the class. (If necessary, scripts for these situations may be provided by the teacher.) To achieve these two objectives, students will observe the role play situations and select one involving co-workers and one involving workers and supervisors on which to focus. They will: (1) describe the conflict being demonstrated in each of the two situations selected and the conditions/events that elicited the conflict, and (2) describe for each situation at least one positive means by which the worker might resolve the conflict. The descriptions may be written or oral (to the instructor directly, or into a tape recorder.)

   (The instructor may use the tapes and filmstrips from Trouble at Work to demonstrate the conflict situations instead of having students participate in role play.)

   Achievement of these two objectives will be determined by the instructor who will certify that the student has completed items (1) and (2). In cases where the instructor does not feel the student has presented realistic or appropriate solutions to the conflicts, s/he should encourage the student to discuss his/her reasoning. The instructor should not, however, try to force his/her own values on the student.

3. Students will develop a Personal Action Plan indicating at least three actions which they as workers would take to help themselves adjust to a new working environment, co-workers, and supervisors; and describe the possible benefits of those actions.

   Achievement of this objective requires students to list at least three actions they might take to help them meet

their responsibilities on the job and avoid conflict-causing situations, and describe how each action is likely to help them meet these goals. Students may achieve the objective in writing or orally (to the instructor directly, or into a tape recorder).

Achievement of this objective will be determined by the instructor who will certify that the student has listed at least three actions and described how each action will help to adjust the worker to the new situation.

APPENDIX E

Attitude Questionnaire

Y.A. number_____

Please read each statement carefully and circle one of the four numbers to describe how you feel about each statement. There are no right or wrong answers. Your answers will be used for research purposes and kept confidential.

		NOT AT ALL	SOMEWHAT	MODERATELY SO	VERY MUCH SO
1.	Finding and keeping a good job means a great deal to me.	1	2	3	4
2.	I have been bored and put-off by work experiences, and I fear it happening again.	1	2	3	4
3.	I am sure that I will spend much time and effort in finding and keeping a job.	1	2	3	4
4.	I could never forgive myself if I can't find and keep a job.	1	2	3	4
5.	I personally identify with working.	1	2	3	4
6.	My interests and activities go along with me being a wage-earning person.	1	2	3	4
7.	Finding and keeping a job is very frequently on my mind.	1	2	3	4
8.	I would be proud if I do well in my job and others learn about my success.	1	2	3	4
9.	I look at working as a very small part of my life.	1	2	3	4
10.	It is too bad that time I spend on the job will cut into time I could spend doing other, more important things.	1	2	3	4
11.	I am eager to plunge right in and involve myself in being a working person.	1	2	3	4
12.	My approach to jobs is usually intense ("all-out").	1	2	3	4
13.	Doing well on the job means much more to me than doing well in other, non-work activities.	1	2	3	4
14.	My self-respect, as a person, depends on my involvement in the working world.	1	2	3	4
15.	When I get involved working on a job, the time is likely to pass by faster than I realize.	1	2	3	4

APPENDIX F

Name _____

Date _____

Module _____

Day _____

Daily Evaluation

*Circle Appropriate Score

Materials	1) Were they adequate to meet the performance objectives?	1 2 3 4 5
	2) Were the majority of the students able to grasp the concepts as outlined by the materials?	1 2 3 4 5
Students	1) What were the responses of the students regarding:	
	a) materials used today	1 2 3 4 5
	b) area goals presented today (If Applicable)	1 2 3 4 5
	c) time allowed to cover area	1 2 3 4 5
Instructor	1) Did you feel comfortable with:	
	a) materials presented today	1 2 3 4 5
	b) student reactions to lesson plan today	1 2 3 4 5
	2) Do you feel the materials adequately covered the lesson plan today?	1 2 3 4 5
What problems, if any, did you encounter in today's class?		1 2 3 4 5

_____

_____

_____

Additional comments regarding todays lesson plan _____

_____

_____

_____

*Key: 1 = Negative or No; 2 = Somewhat Negative; 3 = Neutral; 4 = Somewhat Positive
5 = Positive or Yes

APPENDIX G

Student Evaluation of Course and Teacher

Course Evaluation

	Not at all			Very Much so
1. Were the objectives (goals) of the course clear?	1	2	3	4
2. Was the assigned reading difficult?	1	2	3	4
3. Were the tapes helpful in learning?	1	2	3	4
4. Were the video taping sessions helpful in learning?	1	2	3	4
5. Did the course help you to learn new job-seeking skills?	1	2	3	4
6. How helpful do you think this course will be to you in getting a job?	1	2	3	4
7. Did the course help you learn ways of handling problems with co-workers and supervisors?	1	2	3	4
8. Did the course help you decide how you will handle questions about your arrest record?	1	2	3	4
9. Would you recommend this course to other wards?	1	2	3	4

10. Overall, how would you rate this course? (circle one)

Very bad Poor Fair Good Very Good Excellent

11. Any comments or suggestions?

Teacher Evaluation

	Not at all			Very Much so
1. Did the teacher understand the material he/she presenting?	1	2	3	4
2. Did the teacher seem prepared for class?	1	2	3	4
3. Was the teacher helpful when students had difficulties?	1	2	3	4
4. Did the teacher present the material in a well-organized manner?	1	2	3	4
5. Was the teacher interested in the subject?	1	2	3	4
6. Did the teacher put the material across in an interesting way?	1	2	3	4
7. Did the teacher make students feel free to ask questions, disagree, express their ideas, etc?	1	2	3	4

8. Overall, how would you rate this teacher? (circle one)

Very bad Poor Fair Good Very good Excellent

9. Any comments or suggestions:

YA Number _____

Job Survival Proficiency Test

I.

1. List three different sources of information on available jobs.

   (1)

   (2)

   (3)

2. List one advantage to <u>each</u> of the three job information sources.

   (1)

   (2)

   (3)

3. List one disadvantage to <u>each</u> of the three job information sources.

   (1)

   (2)

   (3)

4. What would the following shortened words mean in a want ad: "exper. pref."

5. Paul found the following want ad:

   "Clerk wanted. $500
   No Exp. nec.
   Tom Love. 777-1003"

   What should Paul do to find out how to apply for the job?

6. What is a resume?

7. What sort of things are in a resume?

8. What does a potential employer want when he asks for a reference?

9. When arranging for a job interview, there are three items of information you should obtain. What are these three things?

   (1)

   (2)

   (3)

10. How would you handle this problem at work: You are working with someone and he/she isn't doing his/her share of the work and you end up doing all the work.

11. How would you handle this problem: A co-worker keeps picking on you.

12. How would you handle this problem: The boss keeps picking on you for petty reasons?

GO ON TO NEXT PAGE

II. Vocabulary

Put the letter of the correct definition in the blank next to each of the following terms.

1. ____ applicant
2. ____ aptitude
3. ____ base pay
4. ____ confidential
5. ____ deductions
6. ____ dependents
7. ____ discharged
8. ____ emergency
9. ____ experience
10. ____ fee
11. ____ felony
12. ____ marital status
13. ____ part-time
14. ____ permanent
15. ____ permit
16. ____ previous
17. ____ qualifications
18. ____ reference
19. ____ relative
20. ____ residence
21. ____ salary
22. ____ signature
23. ____ specify
24. ____ spouse
25. ____ supervisor

a. money you receive for your work or services
b. past jobs you have done
c. money taken away or subtracted from wages
d. the person to whom you are married
e. someone who will give a written statement about your character or ability
f. natural tendency, ability, or capacity
g. any special skill, knowledge, or ability that fits a person for a certain job
h. a person who applies for a job
i. to state in detail
j. the person in charge
k. an unexpected happening or event calling for quick action
l. former, before this time
m. an amount of money paid for a service, such as to an employment agency for finding you a job
n. lasting indefinitely
o. wages before overtime or deductions are figured
p. a serious crime
q. a person connected to you by blood, such as a mother or brother
r. private, secret
s. relating to marriage, such as single, divorced, married, or widowed
t. a person's name, written with his own hand
u. those who rely on you for support
v. a certificate or license to do something
w. the place where you live
x. fired
y. less than 40 hours per week

GENERAL ELECTRIC

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION FOR EMPLOYMENT

SAMPLE COPY

It is the policy of the General Electric Company to provide employment, training, compensation, promotion and other conditions of employment without regard to race, color, religion, national origin, sex or age, except where age or sex are bona fide occupational requirements.

PERSONAL

PRINT NAME _____ (Last / First / Middle / (Maiden)) SOC. SEC. NO. _____

TEMPORARY ADDRESS _____

PERMANENT ADDRESS _____ (No. & Street / City / State / Zip Code / Telephone)

	NAME	RELATION	NAME	RELATION
NAMES OF HUSBAND OR WIFE, AND DEPENDENT CHILDREN				
PARENTS' NAMES				

NOTIFY IN EMERGENCY _____ (Name / Address / Telephone)

HAVE YOU ANY DEFECTS OR LIMITATIONS? (Physical, Mental, other.) ☐ YES ☐ NO IF YES, EXPLAIN FULLY

CHECK ONE: MAN ☐ WOMAN ☐

HEIGHT _____ WEIGHT _____

JOB INTEREST

POSITION DESIRED

WAGES OR SALARY EXPECTED $ _____ PER { HR. / WK. / MO.

OTHER POSITIONS FOR WHICH YOU ARE QUALIFIED

DATE AVAILABLE

WHAT INTERESTED YOU IN GE?

LIST NAMES AND COMPANY LOCATIONS OF RELATIVES EMPLOYED BY GE

WERE YOU EVER EMPLOYED BY GE? IF YES, WHERE & WHEN?

HAVE YOU EVER APPLIED FOR WORK AT GE? IF YES, WHERE & WHEN?

EDUCATION AND TRAINING

CIRCLE HIGHEST GRADE COMPLETED IN EACH SCHOOL CATEGORY

	GRADE SCHOOL								HIGH SCHOOL				COLLEGE				GRAD. SCHOOL			
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	1	2	3	4

	NAME	LOCATION	COURSE-DEGREE	YEAR GRADUATED
GRADE SCHOOL			X X X X	
HIGH SCHOOL				
COLLEGE				
GRADUATE SCHOOL				

APPRENTICE, BUSINESS OR VOCATIONAL SCHOOL

SERVICE SCHOOLS OR SPECIAL SERVICE EXPERIENCE

OTHER TRAINING OR SKILLS (Factory or Office Machines Operated, Special Courses, etc.)

POSSIBLE BUSINESS RELATED INTERESTS (Volunteer Fireman, First Aid Training, etc.)

MILITARY

BRANCH OF U.S. SERVICE	DATE ENTERED	DATE DISCHARGED	FINAL RANK	SPECIFIC SERVICE CLASSIFICATION

TYPE DISCHARGE

RESERVE OR NATIONAL GUARD STATUS

HAVE YOU EVER BEEN CONVICTED OF A MISDEMEANOR OR A FELONY? ☐ YES ☐ NO IF YES, EXPLAIN FULLY

PLEASE COMPLETE OTHER SIDE

PRINT NAME — LAST — FIRST — MIDDLE — MAIDEN)

EMPLOYMENT HISTORY

PLEASE LIST ALL EMPLOYMENT STARTING WITH PRESENT OR MOST RECENT EMPLOYER.

ACCOUNT FOR ALL PERIODS, INCLUDING UNEMPLOYMENT & SERVICE WITH U.S. ARMED FORCES. USE ADDITIONAL SHEET IF NECESSARY.

DATES	NAME & ADDRESS–EMPLOYER	1 JOB TITLE 2 DEPARTMENT 3 NAME OF SUPERVISOR	DESCRIBE MAJOR DUTIES	WAGES	REASON FOR LEAVING
FROM Month Year TO Month Year		1 2 3		STARTING $ per FINAL $ per	
FROM Month Year TO Month Year		1 2 3		STARTING $ per FINAL $ per	
FROM Month Year TO Month Year		1 2 3		STARTING $ per FINAL $ per	
FROM Month Year TO Month Year		1 2 3		STARTING $ per FINAL $ per	
FROM Month Year TO Month Year		1 2 3		STARTING $ per FINAL $ per	
FROM Month Year TO Month Year		1 2 3		STARTING $ per FINAL $ per	

INTERVIEWER'S COMMENTS

INTERVIEWED BY _____ DATE _____

PRE-EMPLOYMENT STATEMENT

I voluntarily give the General Electric Company the right to make a thorough investigation of my past employment and activities, agree to cooperate in such investigation, and release from all liability or responsibility all persons, companies or corporations supplying such information.

I consent to taking the pre-employment physical examination and such future physical examinations as may be required by the Company.

I agree that the entire contents of this application form, as well as the report of any such examination, may be used by the Company in whatever manner it may wish.

If employed by the Company, I understand that such employment is subject to:
(1) the security policies of the Company;
(2) my receiving and retaining security clearances compliant by Government regulations whenever such clearances are necessary for work on jobs to which I may be assigned;
(3) my wearing or using protective clothing or devices as required by the Company and complying with the safety rules;
(4) my working reasonable overtime and on outside work assignments, and my working on all shifts as assigned
(5) my providing such personal tools as may be required;
(6) my obtaining a Fidelity Bond.

I further understand that any false answers or statements made by me on this application or any supplement thereto, or in connection with the above-mentioned investigation, will be sufficient grounds for immediate discharge

APPLICANT'S SIGNATURE _____ DATE _____

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APPENDIX I

JOB SURVIVAL SKILLS
INTERVIEW SCHEDULE FOR PAROLE FOLLOW-UP

COL. NO.

SECTION 1: DEMOGRAPHICS

Name _____ Y.A. No. (1-5) ___ ___ ___ ___ ___

Todays Date _____ (6-11) ___ ___ ___ ___ ___ ___

Date Paroled _____

Parole Area _____ (12-13) ___ ___

Living Situation: (14) ___
1 = Parents
2 = Independent
3 = Group Home
4 = Fosterparents
9 = Other (specify) _____

Presently Employed: (15) ___
1 = Yes
2 = School/Training
3 = No, no jobs since parole (go to Section 3)
4 = No, but have worked since parole
9 = Other (specify) _____

SECTION 2: JOB HISTORY

First Job

How many days after parole for 1st job? (16-17) ___ ___

How many days after beginning 1st job to end of 1st job? (or to present date if still on this job) (18-19) ___ ___

Was 1st job: (20) ___
1 = Full-time
2 = Part-time

Job title of 1st job: _____ (21) ___

Wages on 1st job per hour? (22-24) ___ ___ ___

How did you learn about this job opening? (26) ___
1 = Family/Friends
2 = Parole Agent
3 = State Employment
4 = Self Initiated
5 = Want Ads
6 = Private Agency
9 = Other (specify) _____

COL. NO.

SECTION 2: JOB HISTORY (Con't)

Why did you leave 1st job? (27-28) ___

1 = Still employed 1st job
2 = Lay-off, natural causes
3 = Lay-off, dissatisfaction
4 = Fired, dissatisfaction
5 = Fired, on the spot
6 = Quit (specify) _____
7 = Took another job
8 = Back to school/training
9 = Other (specify) _____

Second Job

1 = Yes 2 = No (29) ___

If No, how many days since end of 1st job? (30-31) ___

How many days after end of 1st job to beginning of 2nd job? (or to present date if still on this job) (32-33) ___

How many days after beginning of 2nd job to end of 2nd job? (34-35) ___

Was 2nd job: 1 = Full-time (36) ___
2 = Part-time

Job title of 2nd job: _____ (37) ___

Wages on 2nd job per hour? (38-40) ___

How did you learn about 2nd job opening? (41) ___

1 = Family/Friends
2 = Parole Agent
3 = State Employment
4 = Self Initiated
5 = Want Ads
6 = Private Agency
9 = Other (specify) _____

Why did you leave 2nd job? (42-43) ___

1 = Still on 2nd job
2 = Lay-off, natural causes
3 = Lay-off, dissatisfaction
4 = Fired, dissatisfaction
5 = Fired, on the spot
6 = Quit (specify) _____
7 = Took another job
8 = Back to school/training
9 = Other (specify) _____

COL. NO.

SECTION 2: JOB HISTORY (Con't)

Third Job

1 = Yes 2 = No (44) ___

If No, how many days since end of 2nd job? (45-46) ___ ___

How long after end of 2nd job to beginning of 3rd job? (or to present date if still on this job) (47-48) ___ ___

How many days after beginning of 3rd job to end of 3rd job? (49-50) ___ ___

Was 3rd job: 1 = Full-time 2 = Part-time (51) ___

Job title on 3rd job: _____ (52) ___

Wages on 3rd job per hour? (53-54) ___ ___

How did you learn about 3rd job opening? (55) ___

1 = Family/Friends
2 = Parole Agent
3 = State Employment
4 = Self Initiated
5 = Want Ads
6 = Private Agency
9 = Other (specify) _____

Why did you leave 3rd job? (56-57) ___ ___

1 = Still on 3rd job
2 = Lay-off, natural causes
3 = Lay-off, dissatisfaction
4 = Fired, dissatisfaction
5 = Fired, on the spot
6 = Quit (specify) _____
7 = Took another job
8 = Back to school/training
9 = Other (specify) _____

Fourth Job

1 = Yes 2 = No (58) ___

If No, how many days since end of 3rd job? (59-60) ___ ___

How long after end of 3rd job to beginning of 4th job? (or to present date if still on this job) (61-62) ___ ___

How many days after beginning of 4th job to end of 4th job? (63-64) ___ ___

COL. NO.

SECTION 2: JOB HISTORY (Con't)

Was 4th job: 1 = Full-time, 2 = Part-time (65) ___

Job title of 4th job: _____ (66) ___

Wages on 4th job per hour? (67-68) ___ ___

How did you learn about 4th job opening? (69) ___
1 = Family/Friends
2 = Parole Agent
3 = State Employment
4 = Self Initiated
5 = Want Ads
6 = Private Agency
9 = Other (specify) _____

Why did you leave 4th job? (70-71) ___ ___
1 = Still on 4th job
2 = Lay-off, natural causes
3 = Lay-off, dissatisfaction
4 = Fired, dissatisfaction
5 = Fired, on the spot
6 = Quit (specify) _____
7 = Took another job
8 = Back to school/training
9 = Other (specify) _____

SECTION 3: JOB SEARCH SECTION

Did you attend school/training after parole? (72) ___
1 = Yes
2 = No

How many days in school/training? (73-74) ___ ___

Approximately how many contacts with employers? (75-76) ___ ___

(77-79) Blank

(80) Dup 1 in Col. (80)

(1-5) Dup Col. (1-5) from Card (1)

How many of the following sources did you use in trying to locate a job?

Family/Friends	(6)	___
Parole Agent	(7)	___
Want Ads	(8)	___
State Employment Agency or Public Employment Agency	(9)	___

COL. NO.

SECTION 3: JOB SEARCH SECTION (Con't)

To locate a job? (Con't)

Self Initiated	(10)	___
Private Employment Agency	(11)	___
Other (specify) _____	(12)	___

Did you tell potential employers about your record? (13) ___

1 = Yes
2 = No
3 = Sometimes (specify) _____

If Yes, when: 1 = On job application (14) ___
2 = During interview
3 = After got job

Approximately how many application did you fill out? (15-16) ___ ___

Did you have any problems with applications? (17) ___

0 = N/A or no response
1 = Not a problem
2 = Some problem
3 = Marked or several problems

If problems, what problems: (18) ___
1 = Reading/understanding
2 = Knowing how to present self
3 = Knowing how to respond to question about record
9 = Other (specify) _____

Approximately how many interviews have you had? (19-20) ___
Did you have any problems with interview? 0-1-2-3 (21) ___

0 = N/A or no response
1 = Not a problem
2 = Some problem
3 = Marked or several problems

If problems, what problems? (22) ___
1 = Being nervous
2 = Feeling inadequate in terms of Race, looks, grooming
3 = Able to answer questions about self, experiences
9 = Other (specify) _____

If currently unemployed, what do you do for money? (23) ___

1 = Public assistance or unemployment
2 = Family support
3 = Hustling
4 = Parole support
9 = Other (specify)

(24-79) Blank
(80) Dup 2 in Col. (80)

Why do you think you've been successful/unsuccessful in finding jobs?

_____ 11 _____